

how

SIERRA EDUCATIONAL *News*

OFFICIAL JOURNAL OF CALIFORNIA TEACHERS ASSOCIATION



Make room for

All of us!"

SAN FRANCISCO EXAMINER —

To challenge the necessity for adopting Proposition 1 is to CHALLENGE THE NEED FOR PUBLIC EDUCATION.

LOS ANGELES DAILY NEWS —

It is unthinkable that we would let the children down. A State that does not plan for the education of its children can hardly expect to have a future worth planning for.

SACRAMENTO UNION —

We commend the Board of Education of the Sacramento City schools for their prompt approval of Proposition 1 . . . many other districts must have it approved by the voters or be in danger of having to declare a school holiday.

SAN FRANCISCO CALL-BULLETIN —

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Newfoundland provides an eloquent answer...

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1948

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OCTOBER 1949

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22nd Annual Series

MUSIC MAP OF A NEW WORLD

(Period A)

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The United States
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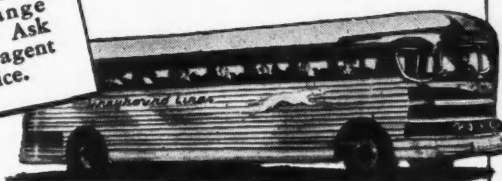
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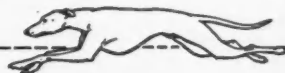
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SIERRA EDUCATIONAL *News*

ERWIN A. DANN, *President*

ARTHUR F. COREY, *State Executive Secretary*

VAUGHAN MACCAUGHEY, *Editor*

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OCTOBER 1949

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ENROLL IN PROFESSIONAL ORGANIZATIONS NOW

OCTOBER is the month for your personal, annual decision about enrollment in professional organizations. You will have an opportunity this month to join your local teachers club, California Teachers Association, and National Education Association. All three are necessary to provide the climate of attitudes for growth toward complete professional status, and to accelerate the machinery of group activities which we must use to approach educational issues and objectives. NEA membership growth in California has been gratifying, but must rise to near our total CTA membership to support adequately national services absolutely vital to professional progress in California.

California Teachers Association is now the largest State association in the United States. Mere size, however, is not important. The broad list of services and a consistent aggressive approach to school problems can make ours the greatest State association in America. California's 450 local teachers clubs are the prime source of our strength and the final evaluation of our progress. Your membership and participation in all three will continue to make the tools of our profession, integrity, intelligence, and information, a force in American life.

REPORT ON FEDERAL AID

A controversy has arisen as to whether parochial schools should share in Federal Aid. The National Education Association has taken the position that the Federal Government should allocate to the State the amount of money that the formula would indicate and that the State should distribute this money to the local communities as it does its own money. This position is in harmony with the State control of education and must not be violated if we are to keep faith with the scores of organizations which have supported Federal Aid without Federal interference. The NEA holds that we cannot permit the Federal Government to give money to a State with the provision that any portion of the money must be used for parochial schools.

The two bills now receiving the greatest amount of attention in Congress are S 246 (Thomas-Taft) and HR 4643 (Barden). S 246 is the NEA bill and passed the Senate on May 5, 1949. The Barden Bill provides Federal funds which are earmarked for maintenance, operation, and teachers salaries. Under Supreme Court decisions, this would automatically limit the appropriations to public schools. Religious controversies in this country are always attended with dangers to our nation's solidarity and always make calm judgment of facts difficult.

This issue was debated at length in the Senate Committee and on the Senate floor, and S 246 was decided upon as the best answer to the controversy. There is every indication that there are sufficient votes both in the Committee and on the floor of the House to pass S 246, if and when an opportunity can be afforded for consideration. The Legislative Commission of the NEA is convinced that the passage of S 246 will not provide Federal funds for private nor parochial schools. It is the only bill now pending which can be approved by the Senate. Pressure for its enactment should continue without abatement.

GET OUT THE VOTE ON NOVEMBER 8

When the ballots are counted on the night of November 8, the good intentions of stay-at-home voters will not be tabulated. Proposition 1 can easily meet defeat unless all friends of schools go to the polls.

It is the job of all school people to see that a big vote is cast on election day. One way of bringing this about is through messages to the parents.

It is not recommended that the services of children be used in an effort to win votes for any ballot measure, but it is perfectly proper to send notes home by children urging their parents to be sure to vote.

Every father and mother of every school child should receive a note on November 7 reminding them of the election and urging them to cast their ballots. — A.F.C.

You Can Help...You Can Help...You Can Help...

Every Member of CTA is Urged to Help in The Campaign

WHETHER Proposition 1 will be approved or defeated by the people depends upon the vigor and energy with which the campaign for its passage is conducted between now and Emergency Election Day, November 8.

Organized hard work by proponents of the measure — and that means by you — in every part of the State will insure victory.

Over-confidence on the part of proponents — and that means you — with resultant apathy on the part of the public, can easily spell defeat.

It is time, therefore, to take inventory — to review what has been done in the campaign so far, to report on the outlook, to envision factors which could combine to bring about defeat and to set forth what remains to be done — and by whom.

The Campaign to Date

The teachers of California, through CTA, proudly assumed the responsibility for the campaign on behalf of the bond issue to provide classrooms for the thousands of children whose education is being diluted by half-day sessions and overcrowding — and to make possible construction of schools to provide classrooms for the army of boys and girls who will swarm the schools during the next 10 years.

With the CTA Board of Directors outlining policy, the permanent staff went to work on August 1. Since that time, the staff, augmented by a few assistants, has accomplished a volume of work.

Leading citizens have been contacted in both the north and the south and have given their names for use as members of Citizens Committees For Yes On 1.

Statewide organizations of every type have been made aware of the need for adoption of the bond proposal and many already have passed resolutions endorsing it.

A special detail on finance has been functioning for several weeks.

Literature Printed

Tens of thousands of Workers Manuals have gone forth to teachers and other leaders throughout the State.

Two million 8-page folders have been printed in two colors and are on the way to local chairmen for distribution to the public.

Training conferences for officers of local units of the PTA have been held in metropolitan areas.

All major newspapers have been contacted and several have endorsed Proposition 1.

Press, Radio, Billboards

A Statewide newspaper advertising and publicity campaign has been organized.

Radio space has been contacted and copy prepared; the same is true in the outdoor advertising field.

Speakers Bureaus have been set up and speakers trained in the big metro-

politan areas, where much more than half of the votes will be cast.

Campaign organizations have been set up at all local levels throughout the State.

The basic spade-work has been done from the Statewide standpoint. The staff will do its utmost to see that harvest of victory follows the cultivation.

The Outlook as of Now

SO far, there is basis for reasonable optimism as to the outcome of the campaign — although this should be balanced by the warning that most campaigns are won or lost during the last 3 or 4 weeks preceding election day — during which period almost anything can happen and usually does.

On the good side of the ledger stands the record of the staff's success in winning Statewide endorsements of Proposition 1. It is heartening to know that these endorsements come from many organizations whose attitudes on matters outside of the field of education are traditionally inclined to be different.

Important Endorsements

As this is written, organizations which have endorsed Proposition 1 include the following:

American Legion, Legion Auxiliary, Federation of Business and Professional Women's Clubs, San Francisco Board of Education, California Young Republicans, California Real Estate Association, California Congress of Parents and Teachers, California National CIO-PAC, State Chamber of Commerce, Farm Bureau Federation, California Federation of Women's Clubs, Los Angeles District; American Federation of Labor, California Council of Jewish Women, L. A. Harbor District Chamber of Commerce, Los Angeles County Employees Association, Los Angeles County Democratic Committee.

Alameda County School Trustees Association, Alhambra Board of Education, Culinary Workers Alliance of Southern Alameda, Delta Kappa Gamma, Chi Chapter; Los Angeles County Employees Association, Pro America, California Chapter, Sacramento Board of Education, State Regular Veterans Club, California Council, and many others.

HURRY! HURRY! HURRY!

Every teacher in California, through appeals made to local teacher clubs or administrators (where there are no local clubs), has been asked to contribute one dollar to the campaign fund for Yes On 1.

The campaign is in full swing. Commitments for purchase of time and space in the essential channels of publicity have been made. Contributions from all teachers are needed **AT ONCE**.

Local club leaders and administrators who have not yet made collections are urged to do so immediately.

Teachers who have not yet contributed are likewise requested to do so now.

If collections have not been completed, don't wait until all the money is in, but send what you have today — then get the rest and let it follow.

Contributions should be sent to the Section secretaries.

In addition to scores of weekly and small dailies which have editorialized in favor of Proposition 1, the following larger city dailies have done so: San Francisco Chronicle, News and Examiner; Los Angeles Daily News; Long Beach Press Telegram. Others have indicated their intention to take a favorable stand.

Watch Out for Gen. Apathy

Despite these endorsements and the fact that they are being implemented, over-optimism because of early successes must not be permitted to take root. One need only recall the national campaign of 1948, when everybody but Truman predicted a Dewey victory. No political observer of any sense would deny that the greatest factor in the Republican defeat was over-confidence.

The best way to guarantee victory is to assume right up to the minute the polls close that you're going to get licked. Hiram Johnson was never defeated for public office. He always conducted his campaigns under the firm conviction that his opponent was going to win.

If the proponents of Proposition 1 rest on their oars between now and November 8, it is entirely possible that the well-known old defeater of good causes — General Apathy — may win the campaign for the opposition.

Most Votes in Cities

In one most important respect this is a campaign unique in its potentialities for defeat. The big cities, which will not benefit directly from the bond issue, are the very places where most of the voters live. Organized opposition in these areas might well turn victory into defeat. Even lack of interest — with friends of schools failing to vote — could be equally disastrous. So it may be that, in the last two or three weeks of the campaign, major or mass publicity effort will be beamed to voters in the big towns, with dependence on local organization for winning and getting out the vote in the smaller communities.

Will You Help, Too?

But everywhere — from this day forward — activity for Yes On 1 must be speeded and intensified — by headquarters staffs, by local chairmen from Eureka to Chula Vista — by every local committee and by every individual teacher and friends of school.

Between now and Election Day, you will be asked to undertake some tasks.

Respond readily and with enthusiasm.

Tasks at the Local Level

Page 4 of the Campaign Manual for workers and speakers, which has been sent to chairmen for teachers, outlines the set-up for county and local organizations and details tasks which they have been detailed to undertake.

Is your county or local organization functioning? Has there been accomplished in your area a working plan with the PTA? Has a local Citizens Committee been formed? Have endorsements been secured by local civic groups? Is a local publicity committee doing its stuff? Have arrangements been made for distribution of literature? What about the house-to-house canvass in your home town?

If your answer to these questions is yes, the task of the individual teacher is only to join up with forces already in action to lend numbers to the effort.

If the answer to any of them is no, individuals might well put burr in somebody's easy chair.

THIS campaign must not fail. The professional reputation of the teachers of California is at stake.

The educational lives of hundreds of thousands of children will be good or bad, depending upon what you do before November 8.

We must win!

Suzanne Adams, student at Pomona College, Claremont, won the English-Speaking Union \$1,000 prize trip to England this past summer, where the London headquarters of the Union arranged an interesting itinerary for her, including tours of historic centers, hospitality by their branches, and other entertainment. Last year a San Francisco young woman won the essay contest. California branch of the Union was naturally very proud that the prize again went to a Californian. All 34 branches of the Union throughout the U. S. competed, and the wide interest must be judged by the fact that the California branch alone received more than 80 entries. The 20 best from California were sent to New York for final judging.

Delta Pi Epsilon, national graduate fraternity in business education, announces tenth annual open contest for research studies in the field of business education completed during the year 1949; the contest closes January 31, 1950. The winning study will be published by Oklahoma A. and M. College and the author will receive 50 copies.

Contestants are requested to forward their studies, express postpaid, to the chairman of the Research Award Committee, H. G. Enterline, School of Business, Indiana University, Bloomington, Indiana.

SANTA BARBARA CONFERENCE ON EDUCATIONAL RESEARCH

ON October 14 and 15, educational research workers from all California will meet on the Mesa Campus of Santa Barbara College to consider their problems, responsibilities and needs.

The Conference, the first annual Statewide event of its kind, is expected to attract research people from city and county schools, State colleges, and universities, and administrators interested in learning how to improve their own research facilities.

The program will include one general session, a luncheon meeting and two panel discussion periods. Featured conference speaker will be Dr. Ivan A. Booker, assistant director of research, National Education Association. In addition to Dr. Booker, who will be the only out-of-State speaker, 20 California educators will participate in the Santa Barbara Conference program.

The Conference is sponsored by the Advisory Council on Educational Research and is intended as a meeting for the producers of educational research. Serious study will be given to the problems and needs of school research departments. A report on a recent survey of city and county school research departments will be given at the opening session. Pertinent aspects of the report will be discussed by the two panel groups. It is expected that some definite recommendations for the improvement of educational research in California will be one outcome of the Conference.

A limited number of hotel rooms have been reserved for the Conference by the Santa Barbara Convention Bureau. Requests for reservations should be made on a special form which has been sent to the larger school districts, the county school superintendents and to Education Departments of colleges and universities.

Further information concerning the Conference may be obtained from Dr. Frank W. Parr, CTA Research Department, 391 Sutter Street, San Francisco 8.



MESSAGE FROM THE PRESIDENT

Your president wishes to extend greetings and congratulations to each one of the 2,938 members of California Student Teachers Association.

With great pride we may point to the record for the past year. Credit for our increased enthusiasm, energy and membership in part goes to the parent organization, the past State officers and the local chapter officers, but the greatest commendation is due to each one of you as an individual contributor.

Therefore, the responsibility for future progress and accomplishment also rests upon you. Remember that each one of you may contribute in some way to the advancement of our aims and purposes.

We now should be planning our activities for the school year. One of our major objectives should be to strive toward the building of membership. There are still about 50% of the students in teacher-education who are not in our organization. It is imperative that we have a large membership if we are to accomplish our aims.

We must not forget in adding members, however, that each one of us must be thoroughly acquainted with the ideals, aims, purposes and mechanics of the organization to be effective. May I suggest that here again is an obligation of each of us as individuals. Take it upon yourself to make this knowledge known to new and prospective members. It is through personal contact that we will best accomplish this phase of our activity.

Another responsibility we as student-teachers must assume during the coming year is familiarizing ourselves and new members with the California Teachers Code of Ethics. Oftentimes we become so absorbed in our study of the actual tools of the classroom that we overlook the necessity for a thorough knowledge of our professional standards and responsibilities.

We who will soon be a part of a profession which is still struggling for

a more favorable position in the eye of the public, can not afford to overlook this phase of our training. It is of paramount importance, then, that student-teachers, both as individuals and as a group, study and make a part of themselves these responsibilities and standards.

Therefore, let us organize our plans early; let us each set a goal and strive toward it. The result will inevitably be a larger, more active and more productive student-teacher group. — Your President, Gene R. Schniepp.

THREE NEW OFFICERS

Autobiographic Sketches

Gene R. Schniepp of San Diego, CSTA State President, is a senior, majoring in elementary education, at San Diego State College; after graduation February, 1950, he will begin work towards a masters degree in elementary school administration.

In addition to CSTA activities, he is president of Kappa Delta Pi, honorary education fraternity; member of Pi Kappa Alpha social fraternity, and member of the intercultural organization at San Diego State.

Carl Wilsey of Stockton, CSTA State Vice-President, was born in Stockton in 1928, the third of three sons. He spent the first 13 years of

his youth in Pasadena, then his family moved to Lodi, where he attended high school. His first year of college was at the University of Southern California; the next two years were at College of the Pacific, where he has completed his junior year. He intends to complete his undergraduate work there by February, 1950, and will continue there for practice-teaching and graduate credit. He entered college to take a pre-medical course, but found that education and psychology were more to his liking. By June, 1950, he hopes to have an AB in psychology and a general elementary credential. He plans to teach for several years and later will complete work for a masters degree and a school psychologist credential. He hopes to complete the necessary work for a psychometrist credential and one for teaching retarded children.

Dolores Lavery of Los Angeles, CSTA State Secretary, attended Los Feliz elementary school, Le Conte junior high, and graduated from Hollywood high in the summer class of 1945. During her high school years she was a member of YWCA Junior Auxiliary, member of the Student Council, Honor Society and Girls Athletic Association.

In the fall of 1945 she enrolled in UCLA as a general major; her school activities were Sophomore Council, AWS Publicity Committee, AWS Office Committee, YWCA Hostess and Office Committees, member of PE Club and leader of a Girls Reserve Group.

She now attends Los Angeles State College and majors in elementary and secondary education. During the past semester, Dolores has served as secretary of the Student Body and also vice-president of Las Damascas State College Hostess Group.

State officers of CSTA — Left to right: Gene R. Schniepp, president; Dolores Lavery, secretary; Carl Wilsey, vice-president.



Some of My Best Friends Are Parents

By Ernest G. Bishop, Teacher,
McKinley Junior High School,
Pasadena

DEAR EDITOR:

If ever there was a time when Parents and teachers should Stand together, it is now. If Ever there was a generation that Was lost, confused, maladjusted, Insecure, and given to acts of Unpredictable behavior, it is The present one. So many now Speak of parental delinquency Instead of putting the blame on The juvenile. Perhaps what is Critically needed is a campaign To bring parents and teachers Into closer rapport for a more Careful study of mutual problems, Which might result in the Bewildered adolescent's having Understanding and sympathetic Friends both at school and at Home. This plan might help to Resolve some of the difficulties That perplex teachers and parents, For youth poses problems that Challenge the best thinking of Teachers as well as parents.

We are told that often the Modern home does not pull its Share of the load and shirks Its plain duty: the proper Rearing of its children.

The average craft or profession Requires for its mastery long Years of training and experience To make success possible. Too Many enter the marriage state Without any knowledge of what it Entails or any ideas of child Rearing and training, yet home- Making and child guidance are Among the most difficult and Complicated tasks ever attempted.

However, with the limited Experience of so many parents Perhaps they are doing a better Job than we realize, but doing The best they can is not enough When that best falls short of The essential requirements of Establishing a home where the Children receive the care and Attention to which they are entitled.

Parents are continually beset With problems that seem impossible Of solution. Perhaps the housing Arrangement is bad, but the best Parents can afford; perhaps there Is economic stress, and the mother Has to divide her time between Home and the job. In this Situation it is difficult to Maintain a home that permits the Child to develop and grow as a Normal human being. Then there Are the complex problems involved In living with the adolescent and Trying to understand him and His aberrant reactions.

It is said that no two homes Are alike. Some, for various Reasons, are definitely sub- Standard; some are in no way Fitted for the duties a home Imposes and show little concern For their obligations to children.

Parents and teachers should Join forces, for each group has A definite contribution to make In the training of children. Sometimes antagonisms get in The way and prevent a friendly Understanding so necessary for Success. Some parents seek help From those who make a life-long Study of children and their problems: The teachers. Some are anxious to Meet teachers, but feel they are Intruding when they do so; some Are not realistic enough and Seek a flattering report instead Of an honest evaluation.

Personally, I wish more parents Were interested in the growth and Development of personality and Citizenship instead of being Completely preoccupied with such Externals as grades. I wish Parents would not come when I am Busy with a class, for an inter- View at such a time is bound to Be sketchy and of doubtful value. I Wish parents could get themselves Organized so that they could come Down to the heart of the matter Quickly and completely. At Open House and PTA meetings I see Parents of children who largely Are well adjusted and making Satisfactory progress. Often it is The parents I wish to see I do Not see, since often they are not Interested in education; so neither Are their children, unfortunately.

The span of immaturity seems to Be increasing, just as anti-social Acts and deeds of violence are Increasing. Since children are Our biggest asset, home and school Should combine to give them the Best of which a democracy is Capable; for as go the home and School, so goes the nation.

Now and Then

An Outgrowth of Class Activities,
Helps to Interpret the Curriculum
To the Community

By Betty Newton, Vice-Principal,
Sierra Madre City School,
Los Angeles County

Because we believe that the best public relations are inherent in what goes on in the classroom, the committee planned the annual Spring Program at Sierra Madre City School to give all children of the 6th, 5th, 4th and of one 3rd grade an opportunity to appear on the auditorium stage in an evening program which was a culmination of class activities growing out of the centers of interest in the social studies. The date agreed upon was Wednesday preceding Spring Vacation.

Because there were 7 classes participating, the time was limited to 10 minutes for each group, with an appropriate number played by the orchestra between the presentations to allow time for the placing of simple stage properties behind the curtain.

One 6th grade class had made a study of communication and opened the program with "Exchanging Ideas," a series of skits which developed into "From Sail to Wing," a television show of transportation, using lantern slides made by the other 6th grade group and shown in correlation with choral singing.

A dozen 5th graders in costume next took part in a pantomime, "By the Fireside," depicting a day in a prairie settler's home, while the remainder of the class, dressed in pioneer clothes, sang appropriate songs to the accompaniment of a violin, played by one of the pupils. On the stage were the fireplace, constructed and used in the room for dramatic play; candles dipped by the children; guns made by the boys; and family keepsakes, including a spinning-wheel, contributed by the children, the parents and the teacher.

The 3rd graders moved the Indian Pueblo from their room and in an Indian Village sang an authentic sunrise call, lullaby and work song. The scene closed with a dance.

Next, the 4th grade's colorful Mexican market, with its vendors, accordion player, dancers and puestas, made a very lively picture.

Mountain Memories was introduced by a member of the wagon-train in camp on the stage. Songs of the Forty-niners and square dancing, with members of the group as "fiddler" and "caller," were highlights of the other 5th grade's presentation.

Since California is celebrating the Centennial, A Fiesta at Rancho Santa Anita by a 4th grade studying Early California provided a fitting finale. The curtain closed after the entire group danced the Varso- vienne.

Each class was responsible for its part under the guidance of its own teacher. Few rehearsals were necessary, outside of the regularly scheduled times when the group was under the guidance of the music or art teacher. Every seat in the auditorium was filled. The audience was very enthusiastic about the spontaneity and childlike spirit of the program. From the faculty's point of view, "Now and Then" was an effective and worthwhile way to acquaint the people of the community with the curriculum.

California Student-Teachers Association

Membership Report as of
July 31, 1949

College	Total 1949
California College of Arts and Crafts	46
Chapman College	36
Chico State College	105
Claremont Colleges	23
College of the Holy Names	40
College of the Pacific	76
Dominican College	2
Fresno State College	146
Humboldt State College	104
LaVerne College	77
Los Angeles State College	185
Mills College	6
Mount Saint Mary's College	4
Occidental College	57
Pepperdine College	32
Sacramento State College	23
San Diego State College	276
San Francisco College for Men	28
San Francisco State College	135
San Jose State College	159
Santa Barbara State College	69
Stanford University	26
University of California, Berkeley	127
University of California, Los Angeles	212
University of San Francisco	32
University of Southern California	361
University of Redlands	40
Whittier College	70
Not Affiliated to any College	431
Total	2,938

We Study Life

AT MONTEREY PENINSULA
COLLEGE BIOLOGICAL MUSEUM
AND LABORATORY

By Ferdinand S. Ruth, M.A., Biology-
Zoology Instructor, Director of the
Biological Museum, Monterey
Peninsula College

Our Biological Museum is more than a biology instructor's dream come true. The original idea is based upon a similar museum developed by Fred Koch, former principal of Galileo High School in San Francisco. The present author was fortunate enough, during his high school days, to come under the leadership of Naturalist Koch, who placed him as curator of the Galileo high school natural history museum, where the scientific experiences of youth proceeded to develop ideas and a future.

How many teachers ever have the opportunity of designing their own classroom, not to mention an entire building? The foresighted Monterey School Board gave this opportunity to its staff of college instructors, under the able supervision of Superintendent Glen T. Goodwill and President Calvin C. Flint.

This Museum Works

A biological museum of this type is a working museum, not just a collection of curiosities. The students, working with the museum director, collect, prepare and exhibit the collections. In many cases interested collectors and scientists have presented us with specimens which have been prepared for exhibit by student curators.

When the displays are ready, the biological and zoological classes use the specimens for actual study in the laboratory in conjunction with their studies of living organisms collected for use throughout Monterey County. In this manner, the students have the opportunity of preparing specimens and learning museum techniques, in addition to studying specimens that might not otherwise be available to them.

The museum is so organized and the exhibits so arranged that they can be viewed by many and with a minimum of effort. The exhibit cases are provided with interchangeable drawers for flexibility in exhibiting. The central case consists of a flat counter-like top with two rows of lids which can be lifted and rested back against a rail made of iron pipe where the lids are kept from falling by a cleverly designed ring which fits into a peg on the top of the pipe.

Each section, when opened, discloses a plate glass surface, beneath which are the specimens carefully arranged in the top drawer. The glass protects the specimens from dust and any unnecessary handling,

thus decreasing maintenance problems. If desired, descriptive material concerning the contents of each top drawer may be thumb-tacked to the under side of the open lid. The individual labels may be placed with the specimens in the case.

We find that a convenient size for the case drawers is 24 by 24 inches, and 5 inches in depth. The total height of the central case, as well as the lower wall case, is about that of a low table of 28 inches.

Fluorescent Light Used

The glass-fronted cabinets around the wall above the lower tier of cases are equipped with plate-glass shelves, to allow light from fluorescent fixtures mounted in the ceiling of each cabinet to illuminate the specimens.

The tall wall-cabinets make it possible to exhibit mounted birds, mammals, skeletons, and specimens in bottles too tall for an ordinary shelf arrangement. Many of our bird and mammal skins are stuffed in a flat posture as museum skins. These can be examined by a class with greater facility and occupy considerably less space. Many of the birds are in addition protected by plastic tubes in order that many students may

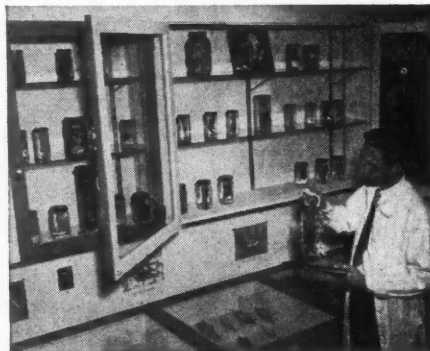


Exhibit Cases and Wall Cabinets

handle the specimens with complete protection from damage.

A display window extends to the outside from one wall of the museum. This provides a large area, 8 by 20 feet, for habitat exhibits.

Visits from elementary school classes are encouraged, in order that the visual aid benefits to be derived from use of such a museum may be extended to as many of the youths of the community as possible with the greatest possible returns in increased interest in nature-study and the wise use of natural resources.

Noteworthy Features

Our biological laboratory is noteworthy for: adequate cabinet storage space, fluorescent lights, two-student tables equipped with gas and electricity; all-tile aquarium table illuminated by overhead reflector lamps; tile aquatic table, which may be kept filled with water at all times for use as turtle, salamander, muskrat or other aquatic habitat area; stainless-steel double sink; individual student storage drawers; salt-water storage facilities; air-pump shelf; reptile habitats; complete optical equipment for each student, including monocular and binocular microscopes; a student curator's office with work benches, storage for dissection specimens,

sink, dissecting equipment, marine net and dredge storage, maps and charts.

There is in addition a well-equipped instructor's office with private work bench, desk, University of California specimen cases, typewriter, book shelves and filing facilities.

We have an ideal plant. We invite you to inspect it in the interests of better science education. Visitors are welcome at any time.

NEW RESEARCH JOURNAL

Another step in the expansion of CTA services will be realized next January, when the new CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH makes its appearance. The new JOURNAL will fill a long-felt need in providing a logical medium for the publication of pertinent education research.

It will be published by CTA under direction of its Research Department. The State Advisory Council on Educational Research will serve as editorial board.

THE CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH will be published 5 times per year beginning next January. Each issue will contain 48 pages of carefully-selected articles and reports on significant research representing all levels and aspects of education. The subscription rate is \$5 per year.

Inquiries and subscriptions should be sent to: THE CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, 391 Sutter Street, San Francisco 8.

The Aquarium Table, with Overhead Light



Doris Could Not Speak English

By Glorie Russell, Teacher, Lincoln School, Napa

Doris was a 9-year-old girl from China. When she entered our 3rd-grade class, she was so frightened she actually looked deformed. Her face was drawn and tense. Her small, dark eyes were nearly closed.

Had she ever gone to school? Where did she learn to count? No matter what the question, the answer was, "I don't know." Her seatwork was fair. She scored almost 3rd grade in a written reading-test. She couldn't speak English and apparently did not understand when it was spoken. It was not until I visited the home that the father told me that Doris had attended school for 5 months in this country.

How to help Doris overcome her timidity and to develop in her a desire to express herself was the question. She always greeted me with a smile and a cheery "Good-morning." I never wanted to miss this because I enjoyed listening to her pronounce my name.

A pupil asked how to say "Good-morning" in Chinese. When he questioned, "Do you shake hands?" the answer was, "Yes." "Do you do it this way or that way?" The answer still was, "Yes."

However, by taking Doris off guard one morning, I discovered the way the Chinese actually greet each other. I was uncertain about the correct position of the hands. When Doris entered the room, I spoke and bowed. Without thinking, she returned the greeting by bowing and holding her hands in true Chinese fashion.

The children in the class decided they would like to learn about the country from which Doris had come. We hoped the study would be the stimulus she needed to converse in English. Among our references was a book by Wiese entitled, *You Can Write Chinese*. The characters were simple enough for any child to make. For one art lesson we tried writing the numbers from 1 to 10 in Chinese, using a paint-brush. The children didn't do very well the first time, with the exception of Doris. Her work

was a masterpiece. When we asked her how to say the numbers to 10, she beamed for the first time and counted for us. Then we learned to count in Chinese, too.

One afternoon a girl brought her Chinese doll to school. The other girls wanted to bring their dolls to school and make Chinese robes for them. Some had never sewed before, but a robe is not difficult to make. Three girls preferred making a Chinese flag, which we hung over our door. Doris did not have a doll. She seemed so pleased to play with other girls' dolls that we got her one that she might call her own. She enjoyed having it at her seat for a companion.

Little by little, Doris became better adjusted. Her look was less strained. She was more relaxed when spoken to. Now and then she attempted to tell us something. Each day she placed colored pictures in her scrap-book and identified them. Later she made short sentences about each picture. Often some child would sit with Doris and discuss a picture book, or *The Golden Dictionary*.

While the girls were sewing, the boys whittled chopsticks with their jack-knives. Some chopsticks were long and thin and others were short and fat. Nevertheless, we thought we should use them, so we made arrangements to eat our lunch at a Chinese restaurant. The class enthusiastically consumed everything, down to the ice-cream, with their chopsticks.

Then we read how the Chinese burned incense to their many gods. One child brought real Chinese in-

cense on a stick, some of which we burned each morning. If our spelling lesson was unusually difficult, we burned the incense that day to the spelling god! How the children loved to take a deep breath of that oriental fragrance!

One afternoon a Chinese girl, who had recently visited China, spoke to us. The children had written down questions which they wanted answered. The girl explained the life and customs of the Chinese people today. She exhibited paper fans, carved ivory, jade, ebony, scarfs, pictures and slippers. She gave us a sack of litchi nuts and Chinese candy. It was amusing to watch the expression on each child's face as he tasted his first litchi nut.

When some child read that the Chinese were the first to develop goldfish, it was decided we must have some in our room. You know who was chosen to feed the fish each morning. Doris, of course. She came early every day just to feed them.

We culminated our class activity by inviting our mothers to a Chinese Tea. On our invitations we printed the character for tea in Chinese. We had made Chinese paper hats for the occasion and had decorated our napkins in Chinese. For entertainment we dramatized a Chinese story.

Several days in advance we asked Doris to be the announcer for the program. Whether she would or could, we did not know. We made simple sentences which she took home and studied. The first time Doris announced in front of the class, I had to say each phrase and wait for her to repeat it. With each practice it became easier. On the day of the program we were very proud of the ease with which she spoke. When it was time for the last number to be announced, it came out, "We will sing a Chinese sing," instead of "We will sing a Chinese song." We were amused, but no one laughed.

The highlight of our Chinese study was a trip to Chinatown in San Francisco on Chinese New Year. The children saved their allowances and show money, so they could afford to make the trip in a chartered bus. Each child found it difficult to choose a souvenir from the many objects

As a result of our study of China, we have learned much, developed an appreciation of the Chinese culture, and become more tolerant. Doris is adjusted socially. She has many friends and talks as well as can be expected. We are happy Doris came to our class, and we think Doris is happy, too.

By feeding the goldfish, Doris attained a sense of satisfaction.



Note — Doris entered Miss Russell's room some months ago. She looked exactly as Miss Russell pictured her. Last week she came to my office, hand in hand with another little girl, to tell me something. They were both giggling and acting very well adjusted. — Mary P. Hoyt, Principal.

FOR SCHOOL AND COMMUNITY

By Mark F. Wilcox, Teacher,
Bakersfield High School

Bakersfield High School, College, and community are very proud of their new auditorium, which cost \$1,300,000. With three assembly halls under one roof, a modern radio studio and classrooms especially designed for speech arts, choral and instrumental practice has been in constant demand by community and school alike since its opening last fall.

Why spend over a million and a quarter dollars on a huge pile of concrete and steel, when the high school auditorium it houses seats scarcely one-third of the student body? Originally planned at a cost of \$750,000, the war put a stop to the work, and when it was renewed, increased cost of material and labor upped the price another half-million, and the auditorium seats only 1,772!

Teachers, board members, the administration, parents, and all who have had a part in planning this magnificent edifice in Bakersfield hoped that they had the answer to this question of seating capacity. This was to be not only an auditorium, but also a classroom building. As an educational plant it had to provide the best of equipment for classes in speech arts, debate, vocal and instrumental music, radio, and visual education.

After all, there were very few occasions when the city required a place of assembly for over a thousand. The high school stadium could take care of those crowds and of all-school rallies. Rain? Here in California? At this writing, people in this great Central Valley would be glad to sit outdoors just to see it rain!

As a matter of fact, the auditorium proper is actually larger than modern practice would consider best for high schools. T. L. McCuen, superintendent of the Kern County Union High School District, says 1200 is the limit.

Excellent Theaters

As an auditorium it had to be easy of access and even more easy to get out of; a place where every seat would have a good view of the stage, and there would be no echoes to interfere with hearing. The planners felt that these requirements had been met, when the building was opened to the public in the fall of 1948. The equipment of the stage delighted the management of the San Francisco opera company, which presented *La Boheme* to a packed house. Lighting and scenery were as they should be, and no one had any difficulty in hearing, even in the upper balcony.

The main entrance faces west across the campus quadrangle of Bakersfield High School; but two portals on the south side of the massive structure herald its use as a modern educational plant, opening, as they do, on two smaller theaters. The one for visual education is occupied by interested students more than one hour a day every day in the week. The other provides a convenient meeting place for classes and



Above — Facade of Auditorium
Below — One of the Many Singing Groups

clubs, as well as drama, and is known as the Little Theater. That, as well as the main auditorium, has a projection-room and screen so that motion-pictures may be presented in any one of the three assembly halls.

The platform in the Little Theater is a side extension of the main auditorium stage. For special assemblies the dividing fire-proof and sound-proof partition may be raised so that 224 more people may see and hear what is going on before the central footlights. The main stage, 90 feet wide and 45 feet deep, has proved ample for a community minstrel show and for a production of the famed *Black Hills Passion* play.

In the northwest corner of the building on the ground floor is the echo-dampened band-room, large enough to seat a band or orchestra of 70 or more instruments. Three bands and two orchestras occupy this room nearly every period of the day without disturbing choral groups who practice just above in a similar room on the second floor. Along a corridor in front of the band-room are 14 musical practice rooms, uniform and storage rooms, offices, scenery and prop rooms, three dressing rooms, and a dramatics classroom. If the main auditorium were any larger, there would be no room for these valuable training rooms.

On the second floor the hallway parallels the corridor below and also extends south behind the stage to open onto six music, speech and dramatic classrooms. The broadcast studio is on the mezzanine floor just north of the stage and has the controls and the radio equipment so that students may broadcast programs from any one of the assembly halls or from the band or choral room.

Arrangements have been completed so that 15-minute programs may be channeled each week to the 4 local broadcasting stations. Each program is different and sponsored by a different group of high school students, representing campus activities, music, dramatics and Future Farmers. Anyone who has had anything to do with amateur radio programs must know that here is a wide field for learning in writing, speech, dramatics and the mechanics of radio engineering.

Full realization of the planners dream of a music and dramatics building with an auditorium big enough for all practical pur-

poses came when 4,000 students helped to dedicate the edifice in November, 1948. Entering the auditorium in relays, the 11th and 12th year students went the first hour; 10th year, the second; and 9th graders, the third.

With curtains drawn and in a darkened house, the students sat in quiet amazement to hear music and then to see heads and instruments gradually appear, as the huge lift in the orchestra pit brought into view 70 seated musicians from the basement floor, where they had taken their positions. The audience learned that underneath and back of the huge stage were a green room, assembly place for musicians and actors, and also two large dressing-rooms and a costume room.

A three-manual pipe organ, donated by W. B. Camp and sons, prominent ranchers, is under construction but not yet installed. No wonder L. W. Hedge, principal, proudly announced, "This is the best school auditorium in California, if not in the United States."

PAGING THE BULLY . . .

By Lucille A. Palmeri, Teacher, Ramona School, Bellflower, Los Angeles County

He's in my room this year.* It was to my consternation that he wormed himself into my dull fourth grade. I had merely heard about his career. He never gets promoted, but moves on the strength of the teacher's frayed nerves.

No descriptive phrases could honestly justify him. He's as typical as a corner drug-store, as wise as Noah, and as glib as a flapper. Neither his brain nor his body grows in comparison to his reputation. Some of his antics should become legendary. He knows practically all the answers to the wrong questions.

As a pedagogue, he can make me feel as green as a cucumber! I can only whisper about such holy things as Santa Claus and fairies. His quizzical look can range from a baby stare to a full-grown sneer. His talents with which to disrupt me are unlimited. He can purse his lips and emit such sounds as you've never heard before or never will. He is eternally bribing me with polished apples, a miraculous hundred in arithmetic, or a persuasive smile.

The tales he can tell are more fanciful than the *Arabian Nights*! An actor could not apply the fervor he does in a situation that promises a reward. In his frequent brawls, he is always the victor. But he is a reluctant contestant unless his opponent is half his size. The defeated are hushed into silence while he basks in an air of innocence and daydreams with that faraway look. The truth, if he is involved, is as evasive as the four winds.

I have grown immune to his sudden surprises. He's as enigmatical as a summer cold, so I am prepared for anything. I wasn't surprised even when he began to write poetry! I must have been the spring that tweaked the dormant string in his brutish heart. His first verse was about the birds. Now, he's rhyming about the April rain and the flowers in May. This lighter strain is inexpressible, for it matches none of his other subtle characteristics. I can't allow myself to loiter too long to determine the explanation to this new wonder. But I can blame the whole thing on the spring, for— isn't it then that anything is liable to happen?

*This charming word-picture was written in the spring of 1949.—Ed.

California Goes to New Hampshire

A REPORT OF THE NEA DEPARTMENT OF CLASSROOM
TEACHERS CONFERENCE AT PLYMOUTH

By Elizabeth A. Yank, Marysville; Secretary of CTA Northern Section
Department of Classroom Teachers

Using "A United Profession: An Expansion of Loyalties" for its theme, the sixth Classroom Teachers National Conference was held at Plymouth, New Hampshire, July 11-22. After the strenuous week in Boston attending the NEA Convention, the quiet and peace of this small New England town, situated in the White Mountains of New Hampshire, was a most welcomed change.

There were more than 250 classroom teachers, representing 46 States, and 27 overseas teachers from 12 foreign countries in attendance. California was represented by 14 delegates. Mary Virginia Morris, of Los Angeles, the Southwest Regional Director, took an active part in the conference and presided at one of the morning sessions.

The mornings were devoted to a general session, with a noted speaker who had in every instance been selected with great care by those in charge of the conference. Space does not permit enumerating all of the inspiring talks heard at these sessions.

In the afternoon the delegates divided into 6 discussion groups: The Local Association, The State Department of Classroom Teachers, Child Growth and Development, World Problems, Professional Standards, and Public Relations. Each group was led by an outstanding person in the field. Those participating gleaned much from personal contact with these leaders due to limiting the size of the groups.

During the last week a summary was read to the entire conference from each group, telling what they had accomplished, and listing many excellent suggestions that could be used by all leaders, whether local, state or national.

Overseas Teachers Help

It was the opinion of those in attendance that one of the outstanding phases of the conference was the contributions made by the Overseas Teachers who were our guests. Whether it was in the discussion groups, in the dining room or on the front porch, they were always ready and willing to talk about their countries and to answer the innumerable questions that were asked. One could write a book on all the interesting facts gathered from these gracious people. Here are a few:

It was brought out that in Europe they are teaching to prepare for life, while in the United States education is a part of life—the students are a part of the living of everyday life. European education is based more on formal subject-matter, while in the United States the basis is good citizenship.

Germany: Inequality in high school and elementary training and in the status of these teachers is a great threat to the morale of the teachers in the profession. The rebuilding of the professional organizations presents a serious problem. Small groups are organized, but to get a united organization is difficult. The attitude is that they joined organizations before and were punished for it, so now they will not join anything.

Netherlands: There is a shortage of teachers in this country. The big difference in pay for elementary teachers and their social level presents a problem. Boys can secure scholarships in preference to girls. In the Netherlands a teacher would not be allowed to engage in any other work except teaching. A married woman is not given a permanent place.

Belgium: Some government funds are devoted to parochial schools, which endeavor to obtain greater amounts of money. Rivalry of state and parochial schools exists in many ways. They vie with each other for patronage. There seems to be a surplus of teachers. Teaching positions are greatly influenced by politics.

Finland: Finland has a shortage of teachers, and they are underpaid. Many teachers are unqualified—20 per cent of the elementary and 40 per cent of the secondary. Three languages are compulsory in high school.

New Zealand: Not much difference in United States and New Zealand except in size. They live too closely to themselves. They have complete self-government. New Zealand teachers would never agree to State aid to private schools. They would fight to the last to prevent it.

I would not want you to get the idea that we worked all the time. I assure you that those who planned this conference certainly believed in the old adage, "All work and no play makes John a dull boy." For evening entertainment we had community singing, square dancing, two splendid book reviews, moving pictures, and a program put on by the Overseas Teachers.

There was a most delightful and interesting Saturday trip planned for those who wished to go. We were taken past the Great Stone Face or Old Man of the Mountain, as it is called in New Hampshire. Many had the pleasure of riding the tram to the top of Cannon Mountain. The ride on Lake Winnepesaukee (it was to have been by moonlight, but the moon could not get the best of the clouds) was a wonderful experience. The boat reminded one of the San Francisco ferries. The banquet on Thursday evening climaxed the social activities of the conference. It was a gala affair and the address given by Dr. Karl Berns, NEA assistant secretary, was most informative and inspiring.

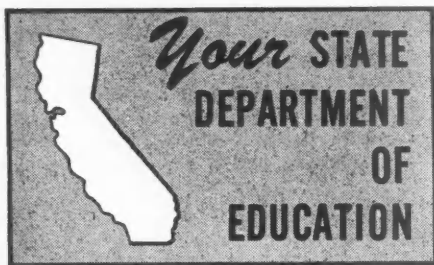
We Are United

It is difficult to evaluate such a conference as this because one receives so much that cannot be measured. Many times at both the NEA and at Plymouth we were reminded that Education today faces a challenge, the outcome of which may determine the destiny of civilization. After listening to these leaders of education and associating with classroom teachers from every part of the United States, one cannot help but feel confident that we can meet the challenge and come out the victor, if we keep for our goal a "United Profession."

Californians at Plymouth. From left to right, standing, — Elizabeth A. Yank, Marysville; Minnie Taylor, Pomona; Mrs. Adabelle B. Harris, Burbank; Mrs. Mary K. Ross, Long Beach; Mr. and Mrs. Walter F. Martin, Los Angeles; Ruth M. Snyder, Montebello; Dorothy Lippold, San Diego; Mrs. Winifred Deibert, Bishop.

From left to right, seated, — Vera C. Stephenson, Orland; Doris L. Schenk, Santa Ana; Mrs. Ann E. Huddleson, Long Beach; Mrs. Nora L. Pearson, South Pasadena; Mary Virginia Morris, Los Angeles.





1. Legion Endorsement of # 1

Superintendent of Public Instruction Roy E. Simpson addressed the delegates assembled for the convention of the American Legion, Department of California, at Long Beach late in August. Reminding the Legionnaires that most of the veterans who compose the Legion are graduates of the public schools who have met the supreme test of patriotic citizenship by taking up arms for their country in its times of danger, he emphasized our obligation to maintain high standards of education for citizenship for present and future generations of California children and youth.

Emphasizing the need for adequate schoolhousing at the present time, when enrollments have increased so drastically in California, he said: "California cannot afford to neglect the preparation of its children for citizenship, especially at a time when the world is engaged in a conflict between philosophies of government—dictatorship versus the principle of individual liberty."

He declared that the opportunity to vote for Proposition One in November is the opportunity to provide necessary schoolhousing for thousands of children whose education must not be allowed to suffer from the conditions brought about by California's unprecedented post-war growth in population.

Among the resolutions receiving favorable action from the American Legion delegates is one recommending a "Yes" vote on Proposition One in November.

2. New Legislation for Special Education

Francis W. Doyle, chief of the Bureau of Special Education, reports that several bills passed by the 1949 Legislature and signed by the Governor will favor development of California's rapidly-growing program of special education for handicapped children in the public schools.

Senate Bill No. 1030 appropriates \$500,000 for allocation to school districts and county superintendents of

schools for half the excess costs incurred in providing necessary housing and equipment for the education of cerebral-palsied pupils.

Senate Bill No. 1032 permits governing boards of school districts and county superintendents of schools to enter into contractual agreements for the education of cerebral-palsied pupils by county superintendents.

An important change in legislation affecting deaf minors is noted in the provisions of Senate Bill No. 1035, which requires examining physicians to report to the Department of Education the name, age and residence of any minor in the State found to be deaf or with impaired hearing.

Under provisions of Assembly Bill No. 891 the State Department of Education is required to provide, in connection with the California School for the Blind, visiting teachers to blind children of pre-school age.

Important additions and amendments to laws relating to the education of mentally-retarded pupils are contained in provisions of Senate Bills No. 318 and No. 319. This legislation provides that (1) high school districts may establish special training schools and classes; (2) county superintendents of schools shall establish and maintain special training schools and classes for mentally-retarded minors in districts having less than 900 pupils in average daily attendance; (3) the State Board of Education may prescribe minimum standards for the special secondary credential to teach mentally-retarded pupils; (4) contractual arrangements may be made between county superintendents of schools and governing boards of school districts, and between governing boards of school districts, or between county superintendents, for the education of such children; and (5) the maximum amount of State aid allowed school districts or county superintendents of schools for 75% of the excess costs of educating mentally-retarded minors be increased from \$75 to \$100 per pupil in average daily attendance.

3. New Buildings, School for the Deaf

Two new buildings to serve as boys dormitories were ready for use, and razing operations on three old buildings on the campus of the California School for the Deaf, Berkeley, were to be completed before the opening of the fall term at the school. Other new buildings authorized for construction on the grounds include a kindergarten building, two dormitories for girls, a vocational training build-

ing, an auditorium, and other improvements.

Dr. Elwood A. Stevenson, superintendent of the school, reported some interesting early history about the old buildings that gave way before the march of progress. Moss Hall, used as a dormitory for many years, was named for J. Mora Moss, president of the board of directors of the school from 1870 to 1880. Erected in 1878, Moss Hall was the oldest building on the grounds. Originally intended to accommodate 60 students, for many years it housed more than 100 boys, because of the long waiting-list for admission to the school.

The refectory building has also stood on the grounds since 1878, and has supplied varied demands of the school, ranging from dining room and kitchen to dormitory, study hall and reading rooms.

Willard Hall, erected in 1881, housed 60 primary children for many years. When a new primary unit was built, Willard Hall was used largely for employees quarters and as meeting place for school organizations. It was named in honor of Mrs. Harriet B. Willard, matron of girls for 16 years.

Since 1921, the school has been under supervision of the State Director of Education. Assisting Dr. Simpson in State administrative responsibilities is Dr. Herbert R. Stolz, Deputy Superintendent of Public Instruction, chief of the division of special schools and services in the Department of Education. Dr. Stevenson has served as superintendent of the school since 1928.

4. Driver Education Conference

California is represented in a national conference on high school driver training at Jackson's Mill, West Virginia, October 2 to 5. M. Eugene Mushlitz, consultant in secondary education, who has been active in the California State-wide committee arranging plans for implementing new State laws and regulations concerning driver training and education, will represent the department. A preparatory meeting was held in Washington, D. C., last June. Sponsored by the National Council of Chief State School Officers and other organizations, the conference will seek to achieve agreements for nation-wide policies and practices in driver education.

The group will consider a recommendation that any school course in driver education be 45 to 60 hours in length, with a minimum of 30 periods of class study and with not less than 6 hours of behind-the-wheel training.

Let Your Stamp Club Specialize

By Robert C. Davidson,* Los Angeles

A well-organized, smoothly-operating Stamp Club can do much to further the merits of the extra-curricula program of your school.

Yet, like many other activities that come outside of the regular school program, the Stamp Club in the school of today requires the continuous effort of the faculty adviser, if the club itself is to be a successful one.

The need for interest in the field of philately is a requisite often overlooked by the faculty representative. Even if it is accepted that all children are naturally collectors, there is still the need for a stimulation of activity within the organization of the club itself.

Actually, there are many methods of arousing the interests of the young collector. It is the belief of the writer, after trying various means and methods, that the most successful device is that of the specialty collection. Here we find a chance to limit the stamp collector, an opportunity to allow for his creativeness, and the further development of constructive accomplishment. The situation also brings about the cooperation of the club with the various courses within the curriculum.

Many Types Available

Let us first look at the many types of specialty collections available. A few glances at a Scott stamp catalog will afford the reader numerous ideas on the subject. For the boys interested in athletics we find the sports stamps and the Olympic Games issues. Children interested in famous people can begin specialty collections on almost any type of personage, ranging all the way from kings and queens to famous writers, poets and inventors. Modes of transportation offer another opportunity for specializing, as do the

subjects of flowers and animals. Stamps the world over offer many pleasant hours of philatelic specialization.

The question arises, how to go about organizing such collections? Naturally, the organization depends a great deal upon the individual situation. If you have a group of individuals in your club who are fairly well versed in the realms of stampdom, they will not need as much assistance as those not so well informed or experienced.

Let it suffice to say that it is the duty of the faculty adviser to be sure that each member actually does limit his collection. Today, with high prices, stamps, like many other items, can draw too largely on the students comparatively small allowance. Be sure that the child has chosen a specialty collection that has limits before you voice your approval.

How To Mount Them

Accepting the fact that the obtaining of the stamps is left up to the individual collector, with the proper amount of recommendation from the faculty representative as to the most inexpensive and best methods of obtaining them, we turn now to the methods to be used in the mounting of specialty collections. Specialty accumulations require the intense creativeness of the collector more than any other type of philatelic collection. The imagination of the collector is sincerely challenged as he asks himself, "Now that I have all these stamps together, what am I going to do with them?"

An attractive form of mounting is that of the "frame." In the stamp world, a "frame" refers to the ordinary picture frame, but in this case the frame holds a neatly placed specialty collection. To avoid unnecessary expense, the manual training classes can make these frames according to your specifications.

Many times it will be found that a specialty collection will not fit into one frame, no matter how limited the collection may be. In this case it is best to have the student determine the number of frames necessary for the collection, and plan the mounting accordingly.

It must be realized that the specialty collection cannot be mounted in the usual manner of ordinary collections. There will be no mounting in the

standard albums, and thus no hours spent in the often futile search for the proper place of a stamp within the album. The stamps to go in the frames should be placed on black, or other colored mounting paper, in such a manner as to exhibit them to their best advantage. Here is a fine opportunity for the instructor to discover the creative ability of the members of his club.

After a few of your specialty collections have approached completion, it is time to put them to further constructive use. There are two main adaptations of the stamp collection, as we have considered it, in the school of today. First of all—and this use is very important—the specialty collection can be used as a visual aid in collaboration with the teaching staff of the school. At the beginning of the school year it would be well for the faculty member connected with the Stamp Club to ask the various other teachers to be on the lookout for situations in their courses where they might find use for a specialty collection. Tell them your aims, explain what you hope to accomplish in your club, and show them that these collections can be of great assistance in the visualization of many courses within the curriculum.

Their suggestions should further assist you in the outlining of the various types of specialty collections you may present as available to your students. When the occasion arises for such a collection to be used in a class, it may be done in one of two ways. The student who made the collection may exhibit the stamps in class himself. Or—and this method is preferred by many teachers for obvious reasons—the collection is merely loaned to the teacher, who uses it at her own discretion. If the latter is the case, the teacher should be instructed as to the proper methods of handling the collection, to insure the collector that his stamps will be returned in satisfactory condition.

When You Exhibit

The second usage of the specialty collection comes during the Exhibition of the Stamp Club. If the collections are of the specialty variety and mounted in frames, the situation takes care of itself. The various collections may be placed in a prominent place within the school for a few days, affording the collector a chance to see his work of art through the eyes of other students. Contests may be held and prizes awarded for the best job of

(Please Turn to Page 32)

* The methods of utilization explained in the article are used in the more specialized of philatelic clubs, and have proved to be of great interest to members. I have also used such means to stimulate interest in secondary school Stamp Clubs, and felt it worthwhile to pass them along to other teachers.

I am happy to say that I am a member of California Teachers Association. I say "happy" because I am a native New Englander and must admit that I am both amazed at and pleased with the constructive measures employed by the CTA.—Very truly, Robert C. Davidson.



NEA LEADERSHIP MEET

Three Californians — Margaret F. Hill of Santa Barbara, immediate past-president of CTA Department of Classroom Teachers, Southern Section; George Pride, president, Santa Monica Teachers Association; and Vera Stephenson, president of CTA Department of Classroom Teachers, Northern Section — tested the educational philosophy of "learning to do by doing" at NEA Leadership Conference at Washington, D. C., in July and August.

Through a wholesome mixture of fun and work the instituters tested the range and power of their voices and their interpretative ability in public-speaking courses. Study following actual parliamentary practice taught them how to extricate themselves from the difficult situations which arise in meetings.

Lectures by members of the staff grounded institute members in the principles of good public relations. Especially helpful was a series of 8 lectures on school law by Dr. Karl Berns, NEA assistant secretary. Lectures by staff members gave instruction on NEA history and activities. Through discussion groups and workshops members developed plans to use in their local associations.

The personal values gained from the institute cannot be overestimated. The 83 members of the institute were housed in Mary Graydon Hall on the beautiful American University campus. Through daily association leaders from 39 different States came to know each other well, and conversation usually drifted around to some question of "how do you do this in your State?"

During the 4 weeks of residence in Washington excursions planned by the institute offered excellent opportunity for visiting national monuments, government buildings, and other spots of national interest. Weekend trips to such points as Williamsburg, Philadelphia, Valley Forge, Baltimore, Annapolis, Mount Vernon and Charlottesville, provided thrilling and profitable diversions. — Vera Stephenson, Orland.

The New Million-Dollar Building at San Bernardino Valley College



MILLION-DOLLAR BUILDING

For San Bernardino Valley College

A new million-dollar technical engineering building is now rising on the campus of San Bernardino Valley College. A delegation of junior college educators from all over the United States, en route to their annual conference at San Francisco, witnessed the ground breaking.

The new building will enable the college to assume leadership in the community in the field of vocational technical education. Housing all classrooms and laboratories in engineering, mathematics, homemaking, music, and the college shops, it will offer many additional services to the community.

Four new shops — electric power, machine, aircraft, and refrigeration — will be located on the main floor of the building. Each shop will occupy a separate division of the building. An elaborate set-up will be provided in the homemaking division of the college. Six rooms of the new building, on the first and second floors, will be devoted to this division. Emphasis in the homemaking department will be centered around a program of training in the problems of home and family life and child care.

The college will be able to meet the needs of those students who go immediately into some phase of homemaking upon their completion of the junior college as well as of those who transfer to a four-year institution. The college will also be able better to satisfy the increasing demand for adult classes in all phases of homemaking.

The music section of the building will be housed in one wing on both the first and second floors. The first floor will include two large rehearsal rooms, one for vocal and one for instrumental. Both will have multiple levels permanently built in. A control room will connect with both of the rehearsal rooms as well as a "voice practice" studio, which will enable broadcasts to be carried from three rooms at once.

This entire section of the building will be "floated" — the most modern construction — which corresponds to the construction of the most modern broadcasting studios. The surfaces of these rooms are of variegated contour, and the acme of construction provides for multiple sound locks and the most modern acoustical treatment.

Also on the first floor will be practice rooms in different sizes to accommodate a variety of uses, from piano assemblies to the practice of single instruments. A music

library, instrumental storage, assembly rehearsal room, offices, and a waiting room will all be included on the first floor.

The second floor will accommodate uniforms, choir robes, and a record library. A listening room and several classrooms will complete the upper floor of the music division.

These new facilities for music will enable performing groups to have the best of working conditions. Piano classes can be held in one wing of the practice rooms, where four or five pianos can be used at the same time. Adequate listening facilities will be provided so that this activity will not interfere with performing groups. Efficient library facilities will also be provided.

The college will be equipped to hold string rehearsals, band rehearsals, choir, piano, and theory classes — all operating at the same time. The department will be able to accommodate any size class in music appreciation or any phase of the study of humanities which would benefit from the use of the music facilities. The college will also be able to invite any type of community musical workshop to join the music groups in various community projects. Completion of the million-dollar structure is scheduled for April, 1950. However, some of the rooms are expected to be available for occupancy earlier.

Dr. Arnold E. Joyal, president of Fresno State College, has accepted appointment to NEA Committee on Tax Education and School Finance for a second 3-year term and serves again as chairman; the committee held an important meeting in Washington, DC, last month.

CONSERVATION EXHIBIT

Editor — Dear Sir:

A word like Conservation can be explained to pupils by means of an exhibit. Mr. Thompson, Gerber School, Tehama County, arranged an unusually striking table exhibit.

Two main features impressed every eye. The large base pan was divided into two parts — Conservation and Desolation. In the Conservation section there was a well-built cabin. The "grounds" around the cabin were well-kept — the "grounds" consisted of grass in fresh soil. There was a walk leading to the cabin. "Trees" made of tree branches added beauty to the Conservation area. In one spot a baby deer rested under a tree.

The Desolation area contrasted sharply with the Conservation scene. A broken-down cabin — frame falling, roof bent, windows out — gave evidence of irresponsible owners or campers. Ashy tree-remains comprised the foreground. Dry shrubs leaned against the burnt tree stumps. A tell-tale cause of destruction was evident — empty match-box and burnt match-sticks. A skunk completed the picture!

Many Conservation posters were hung around the table exhibit. Samples of trees growing in Gerber or nearby were displayed; also samples of finished wood from these trees — red fir, sugar pine, cedar, cork oak, etc.

Teachers, pupils, parents and others learn much from a picture of contrasts. The one described here helped individuals to realize what Conservation means — daily care by everyone for the protection of irreplaceable living things. — Yolanda Bergamini, rural supervisor, Tehama County.

HOME-MADE LANTERN SLIDES

Doctors usually have a quantity of re-jected X-ray film on hand, which they are glad to give away. The emulsion can be removed by soaking the film in very hot water. When the film has been cleaned, the slick surface is roughened by rubbing it with an ordinary rubber eraser. Wiped dry, the film is an excellent substitute for the expensive opaque glass sold for making lantern slides. It takes ink, typewriter, or colored indelible pencil.

For projection, slip the film between 2 pieces of clear glass which have been pasted together at the bottom edge with Scotch or other tape, and project it. If another 2 pieces of glass are prepared, projection can be made in rapid progression, so that a whole series of films can be shown.

The process described is quick, easy, and costs nothing. The film is non-inflammable, can be washed with soap and water, and re-used many times.—Joseph W. Stephen-son, San Jose.

NORCO IS NOVEL

By Mildred A. Fluetsch, Principal, Norco School

Norco Elementary School, in Riverside County, claims the distinction of being one of the unique schools in California. When, in 1948, the school officials of Corona unified school district were informed by the State that the old 5-room Norco school-building was no longer safe for occupancy, the future of the school, which served an ever-growing rural community, seemed doubtful.

Administrators and school board members conceived the idea of seeking permission to use a large building on the U. S. Naval Hospital Reservation at Norco. Captain

came to an anxious community that Norco's children were to attend school in the spacious Waves quarters on the hospital grounds. Carpenters were on the job at once, and soon the 4 large wards were converted into 8 fine classrooms. The lounge and foyer were pressed into service and the school soon boasted 10 excellent rooms. A nearby wheat-field made an adequate site for the playground.

Gone were double sessions. Gone were crowded classrooms. There was even room for a kindergarten!

The excitement of "being in the Navy" kept enthusiasm high. Navy spirit prevails, for the children must pass through the guard gate each time they go to the playground. Fire drills, with real fine-engines, sirens, and speeding ambulances, thrill the children each week. The entire student body is happy when Captain Duncan calls on his routine inspection tours.

The Norco children look forward to a new and modern school building, but they will leave the hospital compound with regret and will never forget their experiences "in the Navy."

Dr. Monroe E. Deutsch, president of World Affairs Council of Northern California, in presenting the inspiring second annual report of that highly important group, declares: "I think no person of goodwill can look over this report without at least some measure of encouragement about the capacity of humanity, and Americans in particular, to produce the new sense of responsibility and the new familiarity with world issues which are absolutely indispensable in this age. The response that the Council has received is magnificent—at least by standards based on past experience with civic education efforts of this kind."

NORTHERN SECTION NOTES

Sacramento State College begins its third year under auspicious conditions. The new site has been chosen and acquired by the city; there has been a 30% increase in the size of the faculty. Among the new members on the faculty is Dr. Richard Reeve, long an instructor in the Junior College.

The Directorship of Educational Research and Statistics has been created in the Sacramento County office. The first one to hold the office is Theodore R. Smedberg, formerly principal, Elk Grove Union High School. Glen M. Beeman, the vice-principal, has been given the principalship of that school. The county has put up 9 new school buildings in an effort to take care of increased enrollment.

Sacramento City Board of Education recently adopted a resolution favoring the adoption of Constitutional Amendment No. 1. This measure, of no immediate benefit to Sacramento, is in the interests of education in the State.

Sacramento has created a new school, the Mark Twain, at 22nd Avenue near 58th Street, to take care of recently annexed territory and increased population in that part of the city. The principal is Roy E. Learned, long principal at Washington. He is succeeded there by Loren B. Egeberg of the Stanford Junior High. Mrs. Aimee Lindsay, for some years principal of Riverside Elementary, has retired and is succeeded by Hubert Rae of the same school. Ruel J. Taylor, administrative and research assistant, has resigned that position to take one with Charles Bursch, in the State Department of



This is the lift-out poster (in full color), which is in the current issue of the School Savings Journal for classroom teachers, just off the press. The Journal is free to teachers everywhere. Extra copies of the poster and other available free materials may be obtained at the State Savings Bonds office at 117 West 9th Street, Los Angeles 15, or 821 Market Street, San Francisco 5.

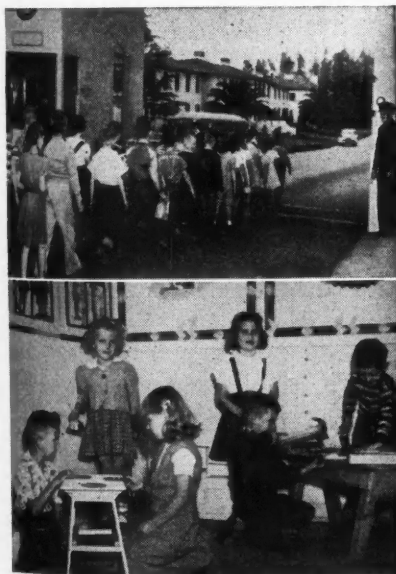
School Planning; he is succeeded by Donald E. Hall of Stanford Junior High.

The school for the physically-handicapped at 17th and E opened last month; also the John Muir School for the mentally-handicapped and the deaf was moved to 8th and V, where a new plant had been prepared. The contract has been awarded for remodeling the Jefferson School on 16th and N Streets, so that it can be used as the Administration Building; it is to be ready by the new year.

Dr. Nicholas Ricciardi, retired from the presidency of Sacramento Junior College, has accepted a position with the Department of Corrections. He is to make a study and analysis of the correctional industries. The problem is to avoid competition with private industry and yet develop industries that are economically self-supporting, and such as will provide adequate training for the inmates when they are released.

New president of the college is Dr. J. Paul Mohr, formerly vice-president of the City College of San Francisco. He was connected with that institution for 14 years, and before that he was vice-president and dean of men at Marin Junior College for several years. —R. W. Everett, Executive Secretary, CTA, NS.

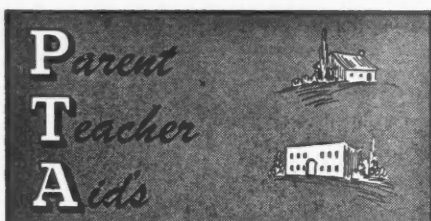
January 14 is the closing date for written essays and February 15 the closing date for printed essays for the 1949-50 14th Annual International Printing Ink essay contest, sponsored by that group in cooperation with National Graphic Arts Education Association and approved by National Association of Secondary School Principals; \$500 first prize and many other prizes. For complete details address Fred J. Hartman, educational director, National Graphic Arts Education Association, 412 National Savings and Trust Building, 719 Fifteenth Street, NW, Washington, DC.



Above: Military formation for safety. Below: Waves foyer makes an excellent kindergarten room.

Robert E. Duncan was enthusiastic and personally carried the plans through all of the red tape from San Diego to Washington, D. C.

In late summer, 1948, the exciting news



MEMBERSHIP IN THE PTA

The effectiveness of the Parent-Teacher movement is its steadfastness to its purpose of the welfare of the child in his home, his school and his community and the strength of its numbers working together for this welfare.

Your membership, together with that of all the other 761,000 fathers, mothers, teachers and citizens, is a powerful force in determining the kind of education, the kind of school buildings, the kind of protective laws we want for the children of California.

Again during the month of October we call upon parents, teachers and interested citizens to enroll in membership in the California Congress of Parents and Teachers.

Join your PTA.

Mrs. G. W. Luhr
State President

PARTICIPATION TOWARD ACCOMPLISHMENT

Marian Robertson, North Hollywood;
State Membership Chairman,
California Congress of Parents
and Teachers

Accomplishment is the reward of work well done. The individual effort put forth toward any goal will prove the reward. Therefore, those who have the vision will work and believe in this year's Membership slogan—"Participation Toward Accomplishment."

In parent-teacher activities we work constantly toward a better world. Wise parents realize not only that their own homes must be free from insecurity and unhappiness in order that their children may grow up in an atmosphere of happiness and understanding, but they must also contribute to a program which will help bring security to all children.

The first duty of an adult generation is the welfare of its youth. Creating worthier homes, finer communities in which to live, better education opportunities and spiritual advantages

should be the goal of every parent. We welcome all teachers into this positive program.

Your community should be offering restless teen-agers recreational and wholesome social opportunities. We know that only one-fifth of their time is spent in the classroom or on school grounds. What are your community leaders, merchants, parents and youth doing to make your community a more useful place and productive of healthier minds and bodies? What kind of health standards does your community maintain? Is your underprivileged child getting a square deal? Is there a dental program?

Security Must Be For All

Parent-teacher workers believe that no child is secure until every child is secure. Need we tell you how important it is for you to contribute toward this program? One great feature in our program of participation is to educate the parent in what the schools are trying to accomplish. We realize that times have changed since Mom and Dad went to school and learning was confined to recitation of the written word. Little attention was given to the many other phases of education, such as learning to be a good citizen, the meeting and solving of problems, courtesy to others and respect for property, all influencing the character of the child and his development. Today, reading, radio and motion-pictures are powerful influences in molding character and attitudes, and young people need guidance in their choice.

This is why we are happy that over 38,000 teachers and educators not only are paying members, but are working hand in hand with many fine parents

who wish the accomplishment of these aims.

This fall our membership drive is taking place. Our goal will be to surpass last year's membership figures, just as they surpassed figures of the year before. Our total membership in California for 1948-49 was 761,486, a gain of 71,165 memberships.

In surpassing these figures, let's tell the story of this organization so that ALL parents and teachers may know the accomplishments and the unfinished work to be done for children and youth. It's a good story, worthy of repetition. Make it even more worthy by placing emphasis where most needed in your community.

Participation will bring the reward of greater accomplishment. Mothers, fathers, teachers and educators—let us work together toward the accomplishment of this common goal.

THE MEN ARE ACTIVE

By J. R. Croad, Burbank; Men's
Membership Chairman, CCPT

A very healthy development in the Parent-Teacher Association has been the rapid growth of men's membership during the past 5 years. From almost every district in the State there are indications that an even greater number of fathers will join the Association next year. Any well-organized campaign directed toward increasing membership of fathers would result in a continuation of this growth.

Mere increase in numbers of men in the PTA is not enough. Worthwhile participation in parent-teacher activities is of more importance to the Association generally than the numbers of men who belong. California Congress of Parents and Teachers has reached its present position through adherence to well-established, carefully-conceived policies.

Dual Goal of the Men

Men's membership has a dual goal: first, more fathers are demonstrating real interest in school activities by working through PTA chairmen, and, second, participation in PTA affairs, in accordance with policies and procedures which have been established in the past, and to help strengthen the organization.

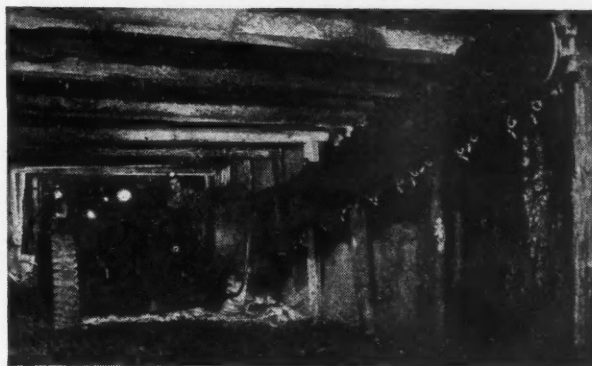
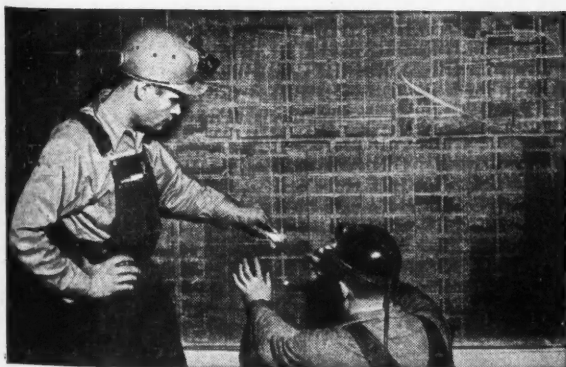
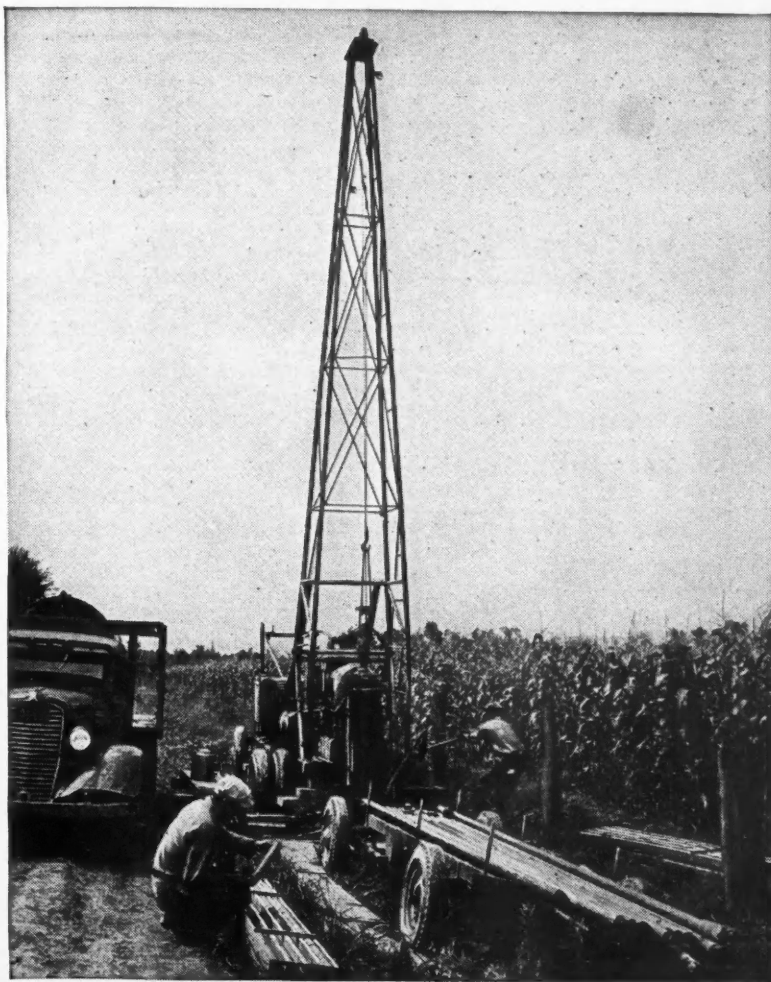


How to "Plot" a Coal Mine

Before modern mine operators invest the millions of dollars it costs to open a new coal mine, they take every possible step to "see" how the coal seam lays. Of all scientific tools, they rely most on geological surveys like the one in progress in the picture at the right. The method is called core drilling and it tells, foot for foot, where the coal is, how thick it is, what kind it is, and just what problems must be solved *aboveground* before shafts, machinery and equipment can be put to work *belowground*.

Road map to industry's basic fuel is the layout (below, left) of a modern mine. All the angular lines shown mark the haulage ways, entries, and "rooms" stretching for many miles underground. It takes many scientists and engineers to plan a safe, modern mine.

Powerful and low slung are the rubber-tired machines used to mine coal today. Costly equipment like the big cutter (below, right) can be steered right up to the working face. The job of this "mechanical pickax" is to carve out a section of coal. After coal is "knocked down" by explosives, efficient loading machines move in. Power tools like these have practically enabled the modern miner to "throw away" his pick and shovel.



It's easy to learn about coal! Especially when students have copies of the fascinating new illustrated booklet we've prepared on modern coal mining. It's called *A Down-to-Earth Picture of Coal*—and it's free. Use the coupon to get your copy.

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OCTOBER 1949

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ANNOUNCES

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FILMS INC.
Wilmette, Illinois

THE VAN KOEVERINGS RETIRE

By Gordon W. Park, Superintendent,
San Bernardino City Schools

It is a most unusual occurrence when a man and wife retire together after long years of teaching. Mr. and Mrs. Joe A. Van Koeving, of Rialto, are teachers with this unusual record. Mrs. Belle Van Koeving began teaching 36 years ago in West Riverside and taught in several schools in that locality. Twenty-four years ago she accepted a position in Rialto schools primary department and has taught there continuously since that time.

Mrs. Van Koeving has the distinction of being California's first cadet teacher. It came about in this way: She had just graduated from high school, and in those days, if old enough, a high school graduate could qualify for teaching by means of an examination. Belle was too young to qualify. Acting upon her mother's suggestion she apprenticed herself to Carrie Swope, who was then principal of the Longfellow Grade School in Riverside. Later Miss Swope established and operated for many years an accredited training-school for teachers in the city of Long Beach.

Mr. and Mrs. Van Koeving were married in 1911 and Mrs. Van Koeving left teaching to rear her family. When her two children were older she returned to the classroom. She attended San Jose Normal, USC, UCLA, University of Redlands, and Miss Swope's school. She and Mr. Van Koeving were enrolled on the same campus back in the days when it was unpopular to be teaching and married. They created quite a sensation on the campus.

Mr. Van Koeving was a teacher in the San Bernardino school system for 30 years. He has the unusual distinction of qualifying for a Smith-Hughes credential in both carpentry and printing, since 7 years work in the field is a requirement for a credential. However, he had received his training as a printer in his mother's print-shop back in Zeeland, Michigan. When he came to California in 1906 he shifted to the carpentry trade. After several years as a carpenter he returned to the classroom to



Mr. and Mrs. Joe A. Van Koeving

teach manual-training back in the days when it was known as "sloyd." His time was shared with the neighboring communities of Fontana and Bloomington.

He first taught carpentry in the San Bernardino schools in the old Technical Building; this building, now remodeled, is known as Edison High School. In 1927,

when it was decided to add printing to the high school curriculum, Mr. Van Koeving was qualified for the job because of his early training and experience as a printer. He was assigned to the Senior High School under Karp L. Stockton as principal and continued in that work.

His printing classes were popular with students, who in the course of instruction have done a great deal of printing for the schools. Many men throughout the country who follow printing as a vocation are grateful to him for their careful initial training in the field.

Both Mr. and Mrs. Van Koeving have dignified the teaching profession by their high standards of conduct and action. Their many friends wish for them in the years that lie ahead the blessing of good health and fullest enjoyment of a well-earned leisure.

"It's News to Me" Five New School Aids

These announcements by
manufacturers of NEW products
are of professional interest
to educators.

Fraction Trainer, created by a California schoolman, comprises 6 plastic colored discs, 8 inches in diameter,—a whole disc, halves, quarters, eighths, thirds, and sixths. All 24 parts fit on the base-pine and are interchangeable. This new aid for teaching and learning arithmetic, kindergarten through grade 6, provides concrete materials, stimulates pupil interest; speeds learning. Robinson-Howell Company, 641 Mission Street, San Francisco 5.

Stylist is a featherweight, portable sound-projector. It includes a complete 16-mm sound-projector, 8-in. Alnico speaker, amplifier cords and accessories, all in one luggage-type carrying case that weighs less than 20 pounds. Lift off carrying case, plug in the power cord, snap the permanently attached reel-arms into place . . . you are ready to show a full length, sound motion-picture. Costs \$325. Ampco Corporation, 2835 North Western Avenue, Chicago 18.

Instructive "Luster Clays" Ready to use; no mixing or firing needed. Kit complete with 5 jars of different colored clay, stem and leaves. New hobby. Create corsages, place cards, decorations, ear-rings, brooches. Simple to work, even for beginners. Dries to hard, lustrous finish in a few hours. Full kit with jars of pink, yellow, green, blue and white clay, \$2. Extra colors red and purple 40c each. Luster Art Co., Box 2532, Salt Lake City.

Vismatic Green Chalkboard Coating can be applied over old-fashioned black slate-boards, converting them to a sight-saving, restful green recommended by leading school-lighting authorities. Flows evenly and is easy to apply with either a brush or a spray gun. Its dark green color is lightened several shades after a few days of use when chalk dust is distributed evenly over the surface. Glidden Company, Cleveland.

Magnecorder Model PT6-JA professional magnetic tape-recorder brings to the school the fidelity and versatility demanded by the radio broadcasting industry. It is designed specifically for the critical teacher and clinician who require good reproduction. Mechanical unit and amplifier each weigh 25 pounds and are in separate carrying cases to facilitate handling. Magnecord, 360 North Michigan Avenue, Chicago 1.

SIERRA EDUCATIONAL NEWS

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Changes in California School Administrators

By Clive M. Saiz and Carl A. Bowman, CTA Placement Services

CITY SUPERINTENDENTS

Selmer H. Berg, former superintendent at St. Paul, Minnesota, elected as city superintendent, Oakland; succeeds Dr. William Odell, now professor of education at Stanford.

Wesley J. Hull, promoted from district superintendent and principal of the high school to city superintendency at Hanford. Clyde Denham retired as elementary superintendent at Hanford, after 29 years of service in Kings county.

Charles E. Haworth succeeds Fred S. Ramsdell, retired, as city superintendent at Pittsburg. Mr. Haworth was formerly principal of the junior high school there.

George D. Miner, formerly assistant superintendent and business manager at Richmond, promoted to city superintendency there upon retirement of Walter T. Helms.

Dr. Lawrence White, formerly with the State Department of Education, elected superintendent, San Gabriel city schools.

William C. Gaige, promoted to superintendent, Claremont unified schools, upon retirement of Superintendent Earl Thompson.

David N. Davidson, former Corcoran high school superintendent, elected superintendent, Palo Verde Valley unified schools, Blythe.

Dr. George Geyer, formerly with State Department of Education, elected assistant superintendent, San Diego city schools.

Philip Lones, principal in Alameda schools, elected assistant superintendent, San Leandro city schools, last mid-year.

Harrison R. Tyner of Tulare, elected assistant superintendent, Hanford elementary schools, beginning last April.

Dr. Foster Merrill, principal, Burbank high school, promoted to assistant superintendent there.

COUNTY SUPERINTENDENTS

J. Post Williams, supervisor, Tulare county schools, chosen as Tulare county superintendent.

Eva Cayot, formerly principal, Portola elementary school, was named Plumas county superintendent of schools as of July 1.

Grant Youngs, former county superintendent of schools of Plumas county, resigned to become assistant superintendent of the Plumas county unified district, in charge of elementary education.

DIRECTORS OF JUNIOR COLLEGES

Dr. Gilbert A. Collyer has accepted the directorship of the new junior college to be established at Redding; he was former president and district superintendent of Lassen junior college and high school, Susanville.

L. Vernon Greenleaf succeeds Dr. Gilbert A. Collyer as district superintendent of Lassen union high school and junior college district.

Dr. J. Paul Moore, former vice-president of City College of San Francisco, was named president of Sacramento college.

Dr. L. Minear, associate professor of education at Denver University, is the new director of Stockton junior college.

Dr. P. Victor Peterson, acting-president of Los Angeles State college, was named president of a new State college to be built in southeast Los Angeles county or Orange county.

Dr. Guy A. West, acting-president of Sacramento State college, has been named president, Sacramento State college.

Dr. Daniel C. McNaughton, president of Palomar college, Vista, was selected for director, Santa Ana college.

Drummond McCunn, formerly assistant superintendent of Pasadena schools, was elected superintendent of the new Contra Costa county junior college district.

Elon Hildreth, formerly of Glendale schools, was elected president, Palomar college, Vista.

Louis G. Conlan, until recently coordinator of secondary education, San Francisco unified school district, has been named president of City college of San Francisco.

DISTRICT SUPERINTENDENTS

Frederick E. Lucas is the new principal and district superintendent, Fall River joint union high school at McArthur; he has been with the State commission on school districts, in the State Department of Education.

Dr. Robert E. Lantz is the new district superintendent, Corcoran joint-union senior high school; he had been superintendent of schools at Woodburn, Oregon.

James R. Ackerman, vice-principal of Avenal high school, is the new district superintendent at Laton joint union high school.

Joseph L. Blanchard, district superintendent at Laton joint union high school, is now district superintendent of Manteca union high school; succeeding Joseph F. Bisig.

Edwin N. Hurlburt, new district superintendent of Soledad elementary school district, has been at Los Alamos, New Mexico, as superintendent of schools.

George C. Tanquary, former district superintendent at Soledad, is district superintendent of the new Central Valley union school district, with schools at Central Valley and Project City.

Basil B. Nichols, until recently supervisor of child welfare and guidance in Yuba county, was elected district superintendent, Linda school district.

Everett O'Rourke, formerly consultant in secondary education for State Department of Education, was elected district superintendent of the new Tahoe-Truckee district.

George R. Haskell, vice-principal of Westwood junior-senior high school, was elected to the superintendency of Westwood unified district, upon resignation of J. Wesley Bratton.

Robert Peckler, formerly principal of Summerville high school at Tuolumne, has been selected as district superintendent at Anderson.

Edwin H. Harper, until recently director of guidance at Yreka high school, was elected to the district superintendency at Etna, succeeding Murche A. Thompson.

Harry B. Randall, formerly of Pixley, has been elected superintendent, Alpaugh unified school district.

Albert Beardsley, who has been in the office of the superintendent of schools in Tulare county, is superintendent, Corcoran elementary school district.

Lloyd P. Wollen is to be the district superintendent, Bishop union high school.

Fred Bewley was promoted to superintendent, Whittier elementary school district, upon the retirement of Will E. Wiley.

Wiley K. Peterson was elected to the superintendency of Hermosa Beach city schools, upon an exchange with Superintendent J. Hampton Watts, who took Mr. Peterson's position in Maricopa.

W. Ralph Long, principal, San Jacinto, was chosen district superintendent, Enterprise school district, Compton.

C. H. Wennerberg, former adult school principal, Whittier union high school district, will be the new superintendent there, taking the place of Mrs. Marion Hodge, who has been chosen to be vice-principal in charge of curriculum and guidance in that high school.

Earle B. Powell, superintendent, Bishop union high school, was elected superintendent, Banning high school district.

Alton Scott, formerly with Orange union high school and, more recently, in private business, has accepted the position of elementary superintendent, Banning.

Richard M. Clowes, superintendent, Enterprise school district, was chosen as superintendent, Oxnard elementary schools, to take the place of Clarence Brittell, deceased.

John Austin, formerly with State Department of Education, was elected superintendent, Moorpark memorial union high school.

Theo. R. Nickel, formerly county superintendent, Tulare county, was chosen as district superintendent, Reedley elementary schools.

Howard P. Crocker is to be the new district superintendent, Firebaugh joint school.

Otis P. Hornaday, superintendent of Palo Verde Valley unified schools, Blythe, was elected district superintendent, Coast union high school, Cambria.

Milton G. Ross, junior high principal, was promoted to superintendent, Taft elementary schools, to fill the position during leave-of-absence granted to E. J. Lindstrom, who accepted the presidency of a college in Washington.

Ben H. Mabie, former principal of Moorpark school, Campbell, is the new district superintendent, Riverbank elementary schools.

HIGH SCHOOL PRINCIPALS

Millard L. Woodson, formerly vice-principal, Esparto union high school, is the new principal of Lone union high school.

Glenn M. Beeman, vice-principal, was elected to the principalship at Elk Grove union high school, to succeed Theodore R. Smedberg.

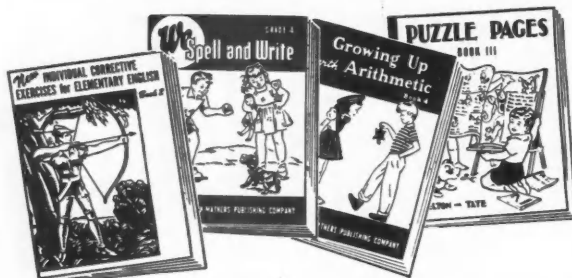
George R. Kibbe, on the staff of Paso Robles high school, is principal, Allegheny high school.

Robert W. Higgins, formerly at Cloverdale high school, is principal of the Leggett Valley school, near Cummings.

Henry S. Mucus, formerly a teacher at Cerro high school, is principal of Summerville high school at Tuolumne.

Max Russell, new principal at Fall River joint union high school at McArthur, had been teaching at Pasadena.

Odie E. Ludlow, who comes from Magdalena, New Mexico, is principal of Portola junior-senior high school.



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PUZZLE PAGES direct the happy, everyday experiences of children into learning activities and insure their development of word analysis, reading skills, number concepts, creative ability, and muscular coordination. (Grades 1 and 2)

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Pupil for a day

One morning last Spring when the school bell rang in a school in Wisconsin, mothers (and even some fathers) flocked in with their children for a unique kind of instruction. Local and state health experts took over classrooms and auditorium to teach good food habits.

The parents were brought face to face with a three-day survey of their children that revealed startling diet deficiencies. Hardly the result of scarcities—since most of the foods were grown right in the locality—these diet deficiencies were caused by poor food habits. Charts vividly pictured for the parents how the inclusion of each of the basic 7 food groups contributed to a child's good health.

A great deal of information had to be packed into one day's program, but when school was out, all went home convinced that one way to solve urgent health problems was through the co-operation of home, school and health agencies. A few hours of direct contact with the parents had accomplished more than months of indirect contact through the children.

For further information on conducting a similar Parents' Day in your school or for materials and individual guidance on your nutrition projects, make it a point to write General Mills today. Our "Program of Assistance in Nutrition and Health Education" is prepared in manifold ways to help make your projects a success.

ADDRESS LETTERS to the Education Section, Public Services Department, General Mills, Minneapolis 1, Minnesota.

SUGGESTED PROGRAM FOR A PARENTS' DAY

Morning:

Discussion held in classrooms on results of a diet survey taken in preparation for parents' day.

Lectures by local or other health authorities on health problems.

Noon:

Model meal served parents in school lunchroom.

Afternoon:

Educational movies on nutrition and health.

Visiting Classrooms to examine nutrition and health projects under way.



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Sooner or later every one of your pupils must know something about insurance, social security, instalment buying, taxes, savings, or investments. To give them this "know-how" you teach the kind of practical mathematics that helps in everyday life. Where can you find it? In Dr. Grossnickle's new GENERAL MATHEMATICS which offers 3790 problems with social applications; 1667 of them computational; and 2123, thought type.

"Who is Admiral Byrd?" If your pupils want to know, they have available a single inexpensive source of simple reference. In THE WINSTON DICTIONARY FOR SCHOOLS, names of famous persons, included right in the main word list, have been selected for (1) general importance (2) special interest to boys and girls and (3) relation to the curriculum. Write for school dictionary analysis.

A strip of forest land extends across North America, Europe, and Asia. Inhabitants of this strip, although in three different continents, have many characteristics in common. You can easily explain this geographic feature to your class if you use NEIGHBORS AROUND THE WORLD in OUR NEIGHBORS GEOGRAPHIES. In this text, there are 22 pages, each devoted to a two-color, pole-centered map showing the location and extension of the region being discussed and a photograph portraying the main activity or characteristic of the region.

October is the month to furbish your library in preparation for Book Week. The WINSTON PRICE LIST, pp. 20-24, gives you our leading library titles. For complete description, ask for library booklet.

ADVENTURES IN READING—a three-book series for Grades 7, 8, 9—solves the prevalent problem of where to obtain material with teenage interest but sub-grade difficulty.



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Edgar A. Poe, former principal at Portola junior-senior high school, is now at Pittsburg as principal of the senior high school.

Eldor R. Lehfeldt goes from the principalship of Round Valley union high school at Covelo to that of Upper Lake union high school.

Franklyn Le Fevre, formerly principal at Adin high school, succeeds to the principalship of Round Valley high school at Covelo.

Alexander McLeish, vice-principal at Hanford joint union high school, succeeds to the principalship, upon the election of Wesley J. Hull to the city superintendency.

John Truch has been elected principal of Bieber high school; he has been teaching there this past year.

Norman K. Dewhirst, formerly at Tahoe high school in Tahoe City, is to be the principal of Truckee high school in Nevada county.

Harvey H. Ferris, former district superintendent and principal of Coast union high school at Cambria, is principal of Hopland union high school.

Harry R. Wilson, vice-principal, Fallbrook high school, was elected as high school principal, Calexico.

Drayton E. Marsh, former administrator in Washington State, was elected high school principal, Culver City unified.

Donald Manashaw, formerly of El Camino junior college, is to be evening school principal, Torrance unified schools.

Roy O. Anderson, vice-principal, Riverside high school, was elected to the principalship, Newport Beach high school.

Ross B. Speer, high school principal, Pittsburg, is now principal, Redlands high school.

Lynward Johnson, vice-principal, Calexico high school, was chosen principal, Escondido union high school.

Benton Summers, formerly with Chaffey union high school, was elected evening school principal, Oxnard union high school.

Murrill Miller, formerly teacher, Escondido union high school, has accepted the position of principal of the high school and assistant superintendent, Blythe.

Dean Grass, former Nebraska administrator, was chosen principal of the evening high school, Newhall.

Darrell Weir, formerly of Randsburg high school, was elected principal, Mono county high school, Coleville.

HIGH SCHOOL VICE-PRINCIPALS

B. E. Claypool, former district superintendent at Anderson union high school, is vice-principal, Manteca union high school.

Erwin Decker, formerly of Madera union high school, has been elected as vice-principal, Watsonville joint union high school.

Allen Newby, former principal, Upper Lake high school, was elected vice-principal, Claremont high school.

Arthur C. Bloom, Oroville union high school, chosen as vice-principal, Riverside high school.

Howard Snyder, teacher at South Pasadena-San Marino high school, is to be vice-principal, Hanford union high school.

Newell W. Booth, elected boys vice-principal, Sanger high school.

Maurice Wooden, elected vice-principal, Avenal high school.

JUNIOR HIGH SCHOOL PRINCIPALS

Donald G. Mitchell, from Leon, Iowa, is the new principal, Pittsburg junior high school.

Bernhard W. Gerdes, former superintendent of schools at Norfolk, Nebraska, is principal Hanford junior high school.

Guy Warfel, vice-principal, Moorpark high school, was elected principal, Hemet junior high school.

Virgil Kindy, Tulare county schools office, was selected as principal, Visalia junior high school.

Ralph Albridge, supervisor of physical education, Tulare county, was elected principal, Porterville junior high.

ELEMENTARY PRINCIPALS

Irving C. Elliott, former district superintendent at Fall River joint union high school at McArthur, elected to principalship, Paradise elementary school, near Chico.

Herbert E. Shawl was chosen as principal, Lower Lake elementary school.

Henry H. Kossow, former principal, Pontham school at Pond, is now principal, Del Paso Heights elementary school.

Jerome Page was elected principal, Fall River Mills elementary school.

Francella Helen Joy, an administrative assistant in the San Carlos schools for the past three years, is now principal of a Pittsburg elementary school.

Harold B. Cowan, who has been teaching at Petaluma, has been appointed principal, Lomita Park elementary school, near Millbrae.

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SIERRA EDUCATIONAL NEWS

Dallas G. Smullin, former principal, San Ardo elementary school, is the new principal, Woodside elementary school.

Donald R. Ziegler, vice-principal at Winters elementary school in 1947-1948, is principal of the new Placer Hills school, near Auburn.

Joseph W. Cushman, principal at Leggett Valley school, near Cummings, this last year, is to be principal of Santa Margarita school, in San Luis Obispo county.

Edward J. Johnson, formerly of Oregon City, is principal of a Pittsburg elementary school.

James J. Welch, who taught at Mountain View, is to be principal of the elementary school at Truckee.

Leonard Roberts, who has resigned as Woodland city recreation director, is principal of Dingle grammar school, Woodland, succeeding T. L. Whitehead, retired.

Richard A. Matthews, former principal, Dorris elementary school, is principal, Portola elementary school in Plumas county.

Arthur H. Steffen, who has taught in Florida and the State of Washington, is principal, Middletown elementary school.

George Linsley, former principal of Esparto elementary school, is now principal of the Dixon elementary school.

Hazel Boice is an elementary principal at San Bruno, in the San Bruno Park school district; she was formerly in Richmond.

Arnold Martin, new principal, Bieber elementary school, formerly taught at Davis high school.

E. M. Peckenpaugh, former vice-principal of Lindsey junior high school, was promoted to the principalship, Washington elementary school, Lindsay.

Robert Notley, until recently director of education for Yuba county, has accepted a principalship in Hayward elementary school district.

Robert J. Henning is the new principal of Byron elementary school.

Daniel Ellis, El Monte principal, elected principal, Charter Oak school, Covina.

Opal Simpson elected girls vice-principal, Garvey elementary school district.

Harley A. Thompson, assistant superintendent, Vineland school district, was elected principal, Rosemead elementary schools.

Richard Farmer, former principal of elementary schools, South Santa Anita district, was chosen for a principalship in La Canada.

Clifford C. Mills, formerly with Norwalk schools, was elected elementary principal, Ranchito school district, Pico.

Robert M. Perry was elected principal at Baldwin Park elementary schools, as was S. R. Ammon, formerly of Monrovia elementary.

Clarence Rendahl and Richard E. Oswald were elected to principalships of elementary schools in Bellflower.

Ronald C. Henderson, formerly principal, Alfrida, Arizona, was elected elementary principal, Carmenita school district, Norwalk.

Mrs. Lillian M. Watkins was elected principal, Norwalk elementary schools.

William Toomey, teacher, was promoted to the principalship of an elementary school, San Jacinto, upon resignation of W. Ralph Long.

Francis B. Martin, teacher in Monrovia-Arcadia-Duarte high school, was chosen principal of an elementary school in Indio.

Donald R. Barnes of Oakland was chosen for an elementary principal, Needles.

Frederick H. Pinckney, principal, San Salvador school, was selected as principal, Terrace union elementary school, Colton.

Mae Walker, teacher, promoted to elementary principal, Coronado unified.

A. J. Fleck was chosen as principal, Orange Glen school, Escondido.

Jack Thompson, San Diego city schools, elected principal, Santee school district.

John Newlove, formerly elementary superintendent, Corcoran, was chosen as principal, Marine Base School at Camp Pendleton, Oceanside.

Sidney M. Knowles, formerly of Kern county, was chosen principal, Buellton union grammar school.

O. Dean Green, formerly assistant superintendent in La Canada, was elected elementary principal, Oxnard.

Harold Micken of La Mesa was elected principal, Firebaugh elementary school.

Mile Hogan, formerly of Hemet elementary schools, was chosen principal, Exeter elementary.

Roland Wilkie, formerly superintendent, Riverbank elementary schools, was chosen as principal, Oro Loma school, Firebaugh.

Richard C. Payne, El Segundo principal, was elected at Azusa to fill a principalship.

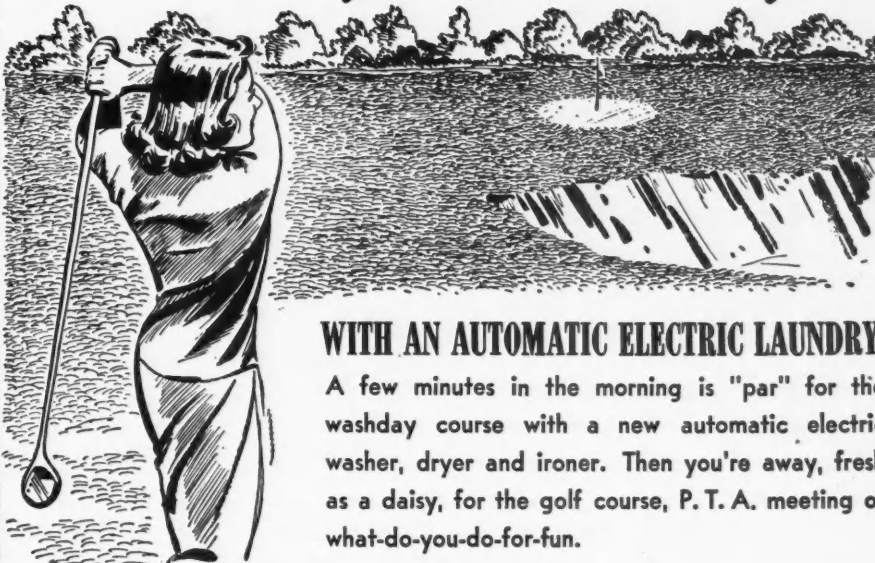
I. Keith Martin, former administrator from the midwest and more recently teacher in Holtville, was elected principal, Enterprise school district, Compton.

Martin Morocco, teacher in Katella school, was promoted to the principalship upon the resignation of Wallen L. Andrews.

STEP AHEAD WITH ELECTRICAL LIVING



A Better Way to Spend Washday...



WITH AN AUTOMATIC ELECTRIC LAUNDRY

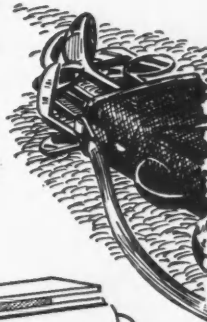
A few minutes in the morning is "par" for the washday course with a new automatic electric washer, dryer and ironer. Then you're away, fresh as a daisy, for the golf course, P. T. A. meeting or what-do-you-do-for-fun.

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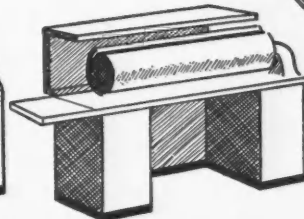
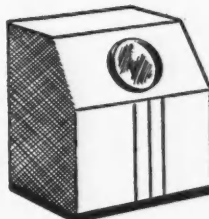
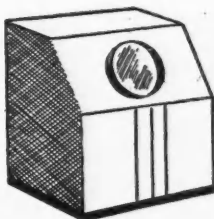
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IRONER

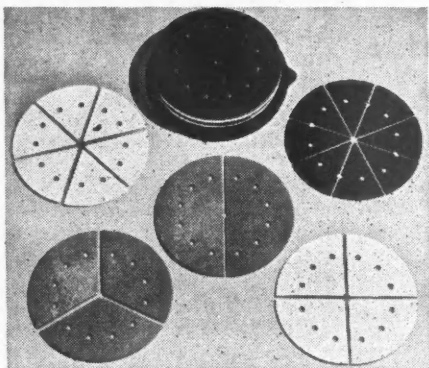


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SUPERVISORS, COORDINATORS

Hugh S. Falconer will be general elementary supervisor in the Jefferson school district at Daly City and Colma.

Warren W. Hamilton, Urbana high school, Ohio, elected supervisor of attendance, Torrance unified schools.

Robert A. Mackey, Oxnard high school, was chosen supervisor of attendance, Monrovia-Arcadia-Duarte high school.

Clifford W. Jordan was promoted to general elementary supervisor, Downey.

Phil Stephens, teacher in Ventura county, was elected as supervisor of attendance and dean of boys, Colton high school.

Phyllis Hinman, teacher of art, Anaheim, was chosen supervisor of art, Fullerton.

Estella Lutes has been chosen supervisor, Arvin union schools.

Vera Simpson elected supervisor, Stanislaus county schools, Modesto.

Lloyd Early, formerly teacher, Los Angeles city, chosen general supervisor, Tulare county schools.

Arthur Slatoff has been appointed art supervisor, Tulare county schools.

Alvin Buege has accepted position as supervisor, Kings county schools, Hanford.

Jack W. McLaughlin elected supervisor of attendance, Corcoran elementary schools.

Vera Vida Kimball, director of art, Paramount school district, has been elected general supervisor, Arcadia elementary schools.

Thomas L. Ross, former district superintendent, Linda school, near Marysville, has been chosen to be director of education for Yuba county.

Theodore R. Smedberg, former principal of Elk Grove union high school, has been elected director of education and research of Sacramento county, in the office of the county superintendent.

Henry S. Molino, principal in San Diego city, was elected director of research and curriculum, Monrovia-Arcadia-Duarte high school.

Everett Winn, formerly superintendent, Alpaugh unified schools, has been chosen as secondary coordinator, Tulare county schools, Visalia.

Dr. Robert H. Chapman, formerly with Yolo county schools, Woodland, was chosen coordinator of curriculum in Pomona.

Merton B. Osborn, formerly teacher in audiovisual at USC, was elected curriculum coordinator, Hermosa Beach elementary.

BUSINESS MANAGERS

Owen J. Cook, who has been in the Stanislaus county superintendent's office at Modesto, as director of business research, is to be business manager of the Mt. Diablo unified school district at Concord.

C. V. Wilson was elected business manager, San Gabriel elementary schools.

Frank Herkelrath was elected business manager, Palm Springs unified schools.

E. C. Jensen, State Department of Education, has been elected business manager, Oxnard union high school district.

Wallen L. Andrews, principal, Katella school, Anaheim, has been chosen business manager, Whittier elementary schools.

MISCELLANEOUS

Robert A. Maggiora, who has been teaching at Westwood high school, will be an administrative assistant at Analay union high school in Sebastopol.

F. Ewing Bone, who has been principal of Washington school at Lindsay for the past 5 years, is to be an administrative assistant in the office of the city superintendent of schools at San Rafael.

Bruce J. Blasdel, who comes from New York State, will be head of guidance at Reedley college.

Shelton L. Beatty, chief counselor of men at Stanford University, has been appointed dean of men, Pomona College.

Paul A. Summitt of Detroit has been chosen director of guidance and welfare, Palm Springs.

Mercedes Sloss elected director of research, Garvey schools.

Spencer C. Scott, Coalinga high school, is to be the dean of boys, Hemet.

Marjorie McIntosh, from Oregon, was elected director of guidance for La Mesa elementary schools last mid-year.

Frederick J. Ludwig was chosen director of guidance, Coalinga-Huron union elementary schools, to begin about April 18, 1949.

Kenneth Weisbrod was newly-elected psychiatrist, Tulare county schools.

Lola Cullen was chosen dean of girls, Lompoc high school, and George E. Strawn was chosen as counselor in the high school.

Dr. Robert E. Swenson elected dean of men, Fullerton high school and junior college.

Margaret C. Williams, formerly director of research and guidance, Oxnard, has accepted a position as supervisor and psychologist for Riverside county schools.

NEW BOOKS AND AUDIO-VISUAL AIDS

CHILDCRAFT UP-TO-DATE

The new revised edition of Childcraft, published by Field Enterprises, has more than 3,300 pages in 14 volumes and approximately 3,500 illustrations, including color pictures and drawings, black and white photographs, diagrams and other original art work; of these, more than 1,300 are in color. The same firm also publishes World Book Encyclopedia.

Childcraft, first published in 1934, provides, at reasonable cost, a library (a) of information needed by parents of young children and (b) of material important for use with them in their growth and development. It deals with facts, examples and answers to problems rather than with theories, and provides material that has been found practical in actual experience.

Cost of the 14 volumes for the de luxe edition, bound in orange-colored sturdy, a pyroxylin-coated, washable, vermin and water resistant fabric, is \$69.50. Address Field Enterprises, Educational Division, 35 East Wacker Drive, Chicago 1, Illinois.

Emergence of Personality (35 min. Encyclopaedia Britannica Films). Based on studies at Zachry Institute, this film shows a child's early years as most important to the development of personality, determining how each individual meets the world with its do's and don't's. It stresses the recognition of "each child in his own time," developing a balance of courage and caution, learning to give and take with others.

Animals Growing Up (11 min. Encyclopaedia Britannica Films). A chick breaking out of its shell and growing up in 10 days; 5-day-old puppies, seen later with eyes open, and again at 6-weeks-of-age mischief; a new-born calf on wobbly legs and quite independent at 4 weeks,—and we know about three different kinds of animal families and their babies.

Educators Guide to Free Films, 9th annual edition, July 1949, a book 8½ x 10¾ inches, over 350 pages, is a widely-used professional cyclopedic service on multi-censory learning aids. First appearing in 1941, this excellent guide is revised and enlarged annually. Issued by Educators Progress Service, Randolph, Wisconsin; price \$5.

Supplementary Reading (kindergarten-grade 9), an annotated list of books for 1949-50, is a 100-page bulletin, free to teachers and librarians, issued by Children's Reading Service, 106 Beekman Street, New York 7, N.Y., lists over 1000 children's books from 40 publishers, arranged by topics and school grade levels.

Adventuring with Pioneers, by Browning, is a fine new Heath supplementary reader for the social studies, grades 3-5. Beautifully printed and illustrated, this well-prepared reader supplies authentic materials on pioneer life; price \$1.60.

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INTERCULTURAL TEACHING AIDS

Intercultural and audio-visual aids are available for teachers and schools from nursery school up through the adult levels by addressing Anti-Defamation League of B'nai B'rith, 2511 Wilshire Boulevard, Los Angeles, or 110 Sutter Street, San Francisco 4.

The League is a national organization educating for better human relations. It makes available intercultural and audio-visual aids, which fit into the Zeal for Democracy program and are listed as suitable by the U.S. Office of Education, NEA, American Council on Education, and California State Department of Education. Items include:

Freedom Pamphlets — 25c each.

Films (recommended by NEA Sec. Ed. Dept.): Sing a Song of Friendship, singing cartoons. 16-mm., 2 reels, \$86 per reel, or loaned.

About People, 35-mm. silent filmstrip; with teachers guide; \$5, or loaned (elementary and sec.).

None So Blind, 35-mm. filmstrip, humorous cartoons on fair play. Sound, \$6; silent, \$2.25, or loaned. With teachers guide (jr. high, sec. and adult).

Audiovisual Newsletter and pamphlet, Materials on Intergroup Relations, free.

Books: Intergroup Relations in Teaching Materials. 231 pp., \$3; order from American Council on Education, 744 Jackson Place, Washington, DC.

How Secure These Rights? Doubleday, \$2. A documented survey of discrimination.

Pamphlets: Various free leaflets and pamphlets and research materials available.

Transcriptions: Institute for Democratic Education, 212-5th Avenue, NY, makes available several series of 13 fifteen-minute dramatic transcriptions; \$15 set, with teachers guide.

Posters: Institute for American Democracy, 212-5th Avenue, NY, will provide set of posters on request.

Teachers Institutes: The League can provide speakers and consultants and demonstrate audio-visual materials at institutes and intercultural workshops.

A Plea for the 4th R: Human Relations, is the title of a praiseworthy 4-page mimeographed statement by William B. McCann, administrative consultant, San Luis Obispo County Schools office; Alvin E. Rhodes is county superintendent. This admirable statement represents the basic tenet of the county school office personnel in offering many services to the county schools.

Programs for Children Below Six and Desirable Schoolhousing, Equipment and Supplies, are two important new bulletins issued by National Council of State Consultants in Elementary Education in collaboration with U. S. Office of Education, Division of Elementary Education. Price 50c each; address Elsa Schneider, P.O. Box 785, Washington 4, DC.

More than 5,000 art teachers throughout the nation are recipients of a **portfolio of 10 magnificent watercolors** done by Joseph W. Jicha and presented by Libbey-Owens-Ford Glass Company to stimulate interest among young students of painting in the relationship between fine arts work and commercial art. For further information address the company, Public Relations Department, Toledo 3, Ohio.

Student Teaching, by Schorling, brought out by McGraw-Hill Book Company in 1940 and widely used throughout the nation, now appears in a beautiful, big, profusely illustrated, second edition of over 400 pages; price \$3.75. This thorough revision presents an unusually comprehensive review of teacher education and is one of the extensive McGraw-Hill series in education.

Su Won and Her Wonderful Tree, by Fairfax, is another Dutton story-book, one of its Far East series for boys and girls. The author tells attractively the story of a little Korean girl with a great longing for education; many beautiful illustrations by Dorothy Morse; price \$2.50.

Cell Division — the Basis of Growth in All Living Things, is the second in a noteworthy series of 16-mm, black-and-white films produced by Arthur T. Brice, P.O. Box 423, Ross, Marin County, California. His first film was described on page 14 of our March 1949 issue. Cell Division presents, in a form comprehensible at secondary school levels, the concrete factual evidence underlying the life concepts of growth and regeneration; 11 minutes; price \$60. A teachers guide is supplied with every print of the film purchased.

CHILDREN NEED GUIDANCE

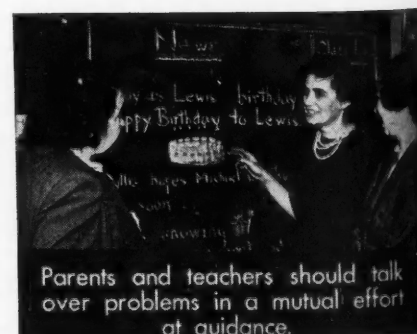
A new Teach-O-Filmstrip series, "All Children Need Guidance," makes available to teachers and parents the first two filmstrips on the subject of developmental guidance. Planned for use in child psychology, guidance, teacher-training and parent organization work, the new series covers vital areas of child guidance from birth through adolescence.

Produced in cooperation with Childcraft under the direction of Dr. David J. Goodman, editor-in-chief of the audio-visual division of Popular Science, these films were planned by a team of experts in all related fields.

The series consists of two filmstrips: "Child Needs Guidance" and "The Why and How of Guidance." Throughout the series, methods of achieving cooperation between home and school are developed.

Both filmstrips are in full color; all photographs are originals, enacted for the filmstrips. With the series, a 16-page Teaching Guide reproducing in sequence each frame in the strips is included. Price of the series, including the Guide, is \$14. Address Popular Science Publishing Company, Audio-Visual Division, 353 Fourth Avenue, New York 10, N.Y.

A Frame from the Teach-O-Filmstrips



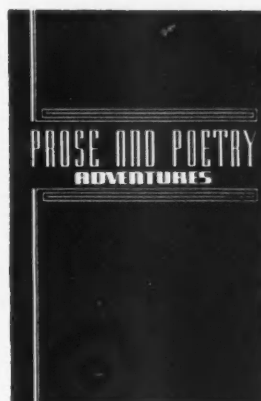
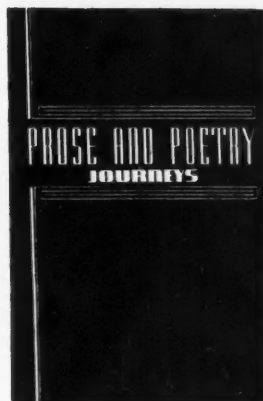
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Books That May Interest You

By Laura B. Everett, Oroville

For the Very Little Ones

The Little Cowboy, by Margaret Wise Brown; pictures by Esphyr Slobodkina; opposite pages show the Big Cowboy and the Little Cowboy doing exactly the same thing. Ambitions realized! A Young Scott Book, \$1.50.

How Many Kisses Good Night, Jean Monrad; illustrated by Lucienne Bloch. A good nursery school or home bedtime book; the pictures appear much as the child itself would draw them. A Young Scott Book.

The Flying Postman, by V. H. Drummond. The story of Mr. Musgrove, who delivers the mail from an autogyro. Mrs. Musgrove and the cow Nina, and the Postmaster-General also play important parts. The author, who illustrates it, has made it a very hilarious little book. Houghton, \$1.

Paul, The Hero of the Fire, by Edward Ardizzone. A story of the Small Boy Hero in the most approved style; riches and glory. Houghton, \$1.

Aladdin and His Wonderful Lamp. This old favorite has been recovered and re-edited by Grace Hogarth, as one of the Porpoise Books. Houghton, \$1.

Little Folks Life of Jesus, by Maj. Lindemann. This favorite child's author has turned her attention to more serious themes; she holds her child-readers not only with the story, but with the power and beauty of her illustrations. A charming book. Whitman, \$2.

Bits That Grow Big, by Irma E. Webber. Where plants come from; the story of plant reproduction, with many easy-to-do experiments; a delightful little book for very early nature-study. Seeds, bulbs, spores and cuttings are dealt with simply and interestingly. William R. Scott.

For High School Readers

Sea Boots, by Robert C. DuSoe; illustrated by Arthur Harper. Pedro, whom we have met before in *Three Without Fear*, stows away in the clipper *White Star*, hoping to learn to be a real fisherman. At first he has to help the cook, but he wins his place. An excellent picture of deep-sea fishing. Longmans, \$2.50.

Jan's Victory, Betty Morgan Bowen. The story, laid on Walcheren Island in Holland amid the devastation left by the war, tells of the struggle to overcome suspicions left by the war. Longmans, \$2.50.

Teen-Age Stories of Action, edited by Frank Owen. A collection of 15 well-chosen stories; good action and well-written. Lantern Press, \$2.50.


Teen-Age Boy Scout Stories, by Irving Crump. A dozen stories chiefly of Scouts; well-written and full of interest. Lantern Press, \$2.50.

The Adventures of Skoot Skeeter, by Jack Thurston. This is an excursion into the land of fantasy. Magic gives full play to the imagination. Skoot Skeeter, whose work it is to polish the armor of the medieval knights of the castle, sets out on a quest

of his own, to find the blood-red ruby for the Princess Pix's birthday. The action is surprisingly well-knit for a fantasy, and the fortunes of Skoot hold the interest to the end. Caxton, \$2.50.

Celia's Lighthouse, by Anne Malloy; illustrated by Ursula Koering. The story of Celia Thaxter is always of unfailing interest. Anne Malloy is well-known to young readers through several excellent stories. Here she gives a picture of the wild, stormy New England coast. Houghton, \$2.50.

The Squire of Ravensmark, by Edouard Sandoz; illustrations by the author. Thirteenth Century England, with its knights and ladies and its deeds of prowess, was a stirring time. The author has written a very vivid and exciting story which holds interest to the end. Houghton, \$2.50.



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In Memoriam

Charles L. McLane of Fresno

A leading California educational statesman of an earlier generation was Charles Lourie McLane, founder and president of Fresno State College, who died August 17, aged 87.

He went to Fresno over 60 years ago and in 1911 created there the first junior college in California. Born in Missouri, he graduated from Valparaiso University in 1887 and later did graduate work at University of California, University of Chicago, and Harvard.

After several years in Missouri, he went to Nevada, where he became president of Nevada State Teachers Association, returning to Fresno in 1896. He served 14 years as superintendent of Fresno City Schools, then became president of Fresno Normal, later State College, where he continued until his retirement in 1927; he then accepted appointment on the State Board of Education, where he served as president until 1932.

Prominent in educational, fraternal, and civic work, on local, state, and national levels, among his many activities were the presidencies of San Joaquin Valley Teachers Association, Central California Teachers Association, and of California Teachers Association.

On April 10, 1947, **Founders Day** at Fresno State, he was made President Emeritus by the State Board of Education.

Mrs. Collins of El Centro

Mrs. Edith M. Collins, wife of Cornelius B. Collins of El Centro (for many years Imperial County superintendent of schools), died August 9. Her first teaching was in the Philippine Islands, 1901-04; later she did various substitute teaching in Needles, Santa Barbara and Imperial County. She returned to regular teaching and for the past 5 years taught in Silsbee and Seeley school districts in Imperial County.

Roy P. Eichelberger

California schools and the city of Santa Barbara experienced an irreparable loss in February, with the death of Roy P. Eichelberger, principal of Santa Barbara Junior High School since its inception 21 years ago.

The Santa Barbara News-Press eulogized his passing with the following comment: "... (he) put into practice the brotherhood of man, developing in students, through a policy of counseling with them, high respect for others and for the growth of their own talents. . . ."

Educational leaders of Stanford University, who worked intimately with the curriculum, University of Chicago leaders, and other authorities attested to the leadership responsible for this unique school. In the midst of underprivileged housing and living standards and with the problem of training a majority of slow learners, the school became to the neighborhood and to the city a symbol of hope.

Roy Eichelberger had the privilege of designing, arranging and staffing his own school. During his tenure, he served under 6 different superintendents. He absorbed most of the shocks of new ideas intended for his faculty, such as "scope and sequence,"

"unit plans," and the like. But, within the school, a slow, steady growth prevailed, of sensible conservative work adapted to local problems and needs.

Faculty and students developed responsibility under a Golden Rule of administration. Roy Eichelberger believed that "those who are good will be good; most others will try to improve through their example; and the few who make no effort are in the minority and are not worth the inordinate time usually wasted on them."

Civic responsibility also had its place. He was a Lion, charter member and president; member of California Teachers Association, National Education Association, Secondary School Administrators Association, and the local teachers club. He worked in the United Nations Organization as representative of the Lions Club. Twenty-three of his 63 years had been spent in service to Santa Barbara.

By affection and respect, by an application of the philosophy built into the bricks of the school, by the foundation built on the brotherhood of man, Santa Barbara Junior High will long continue to be a symbol of the highest ideals of education as exemplified by Roy Eichelberger. — By Robert E. Barry.

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful



These are HUMANETTES—a combination of people and "pin-ups"

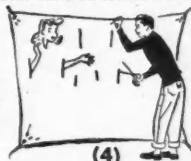
Halloween Humanettes

Classroom fun for everyone. Easy-to-do directions below:



Ever make a Humanette?
It's easy!

1. Draw figures, large or small—witch, cat, skeleton, man-in-moon, etc.—on paper. Cut out. Dress with crepe paper or real togs. Fasten with Scotch tape, pin or sew.
2. Hang up old sheet. Cut head slits, high as cast—long enough for heads to go thru.
3. Pin figures to sheet at base of head slits.
4. Then cut arm slits where they belong. (Head of one person, arms of another give non-synchronized, comical effect.)
5. Cast pops heads and arms through slits—and the show is on.



Divide class into several Humanette groups. Each devises own stunts to entertain the other groups.

Let laughter be the judge. Group which gets most laughs, wins.

Here are 3 novel ideas for using Humanettes for this day of fun:

Dramatize a folk song. For example—"Old MacDonald Had a Farm"—let witch sing while other HUMANETTES take part of animals, making appropriate noises, expressions and gestures.

Give a style show to "A Pretty Girl Is Like a Melody." Have commentator discuss style of witch's broom, cat's whisker length, skeleton's hat, etc.

Do a musical pantomime. HUMANETTES synchronize lip movements to background vocals of phonograph or singing group, but make no sound.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

Wrigley's Spearmint Gum
is your standard of quality for real
chewing enjoyment.



AD-48

Yours... for the Asking

The coupon below is for your convenience in ordering several items.

1. **Famous Festivals of America** wall mural; accordian folded; 8 feet long; lithographed in full color from natural-color photographs; shows 10 famous festivals in America, with brief historical background on each. Includes lesson topics with details on many other festivals. One to a teacher. Greyhound Lines.

10. **Better Health Through Better Eating Habits**—New classroom aids for teaching good nutrition at various grade levels are described in an illustrated leaflet. These supplementary materials stress all food groups, in their proper inter-relationship. Available to teachers without charge on request. Wheat Flour Institute of Millers National Federation.

11. **On the Railroad**—An informative 21-page booklet on modern American railroading; contains photographs; other illustrations in full color. Recommended for grade-school reading-rooms and libraries. One to a teacher. Association of American Railroads.

12. **Questionario Game** is not an intelligence test, but a game with an educational motive. It is divided into 9 groups, according to ages, with 50 questions for each age group. Correct answers are given on the reserve side of each question page. F. E. Compton & Company.

13. **Encyclopaedia Britannica Films**—New 44-page catalog describing 322 films and containing several area correlations for their use in the school curriculum is now ready. Encyclopaedia Britannica Films.

14. **Aids to a Health and Nutrition Program** is a catalog of the materials planned to meet in a practical way the needs of the academic teachers, the specialist and the administrator. General Mills.

15. **Basic Outline of nutrition education** program is a descriptive leaflet telling about 4 evaluation devices offered for a study of school lunch programs. General Mills.

16. **Time-telling** is a teaching unit on the development of the watch. It is as fascinating to the teacher as to any youngster from the 6th grade up. Gives the story of Time; shows pictorially the mechanics of a watch and how it works; lends itself to a wide variety of assignments. Unit includes teachers manual, wall-chart and student folders. Hamilton Watch Company.

USE THIS COUPON

State Teachers Magazines
307 North Michigan Avenue
Chicago 1, Illinois

Please have sent to me the items checked in the quantities indicated. 3c is enclosed for each item checked.

1. 10. 11. 12. 13. 14. 15.

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Subject taught..... Grade.....

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Paul W. Travis, California author, lecturer, and world traveler, has returned recently from the Orient with a new travelog; his address is P.O. Box 554, Carmel.

YOUR STAMP CLUB

(Continued from Page 15)

mounting the best arrangement, and the most timely subject. And, when the exhibition is over, the collector still has a constructive piece of philatelic work that can be placed in his room at home.

It is not necessary for each teacher to have a thorough knowledge of philately in order for stamp collecting to become beneficial within the school. If one member of the faculty will take it upon himself to understand the workings of philately, a club can be interesting and educational for everyone in the school.

It is easily seen that the specialty collection has many advantages over other types of stamp accumulations. It does much more to further the education of the collector than the mere gathering of stamps for no definite reason other than collecting itself. For, in the specializing process alone, it brings about a characteristic of organization, a feeling of creativeness, and a desire for accomplishment that cannot be found in other parts of the stamp world.

COMING EVENTS

October 2-5—California School Trustees Association; annual State convention. Hotel Casa del Rey, Santa Cruz. On October 5 is the joint program with California Association of School Administrators.

October 3-5—NEA Safety Commission; national conference on high-school driver education. Jackson's Mill, West Virginia.

October 5-8—California Association of School Administrators; annual conference in cooperation with State Department of Education. Santa Cruz.

October 8—CTA Bay Section Council; regular meeting. Women's City Club, San Francisco.

October 8-11—State Department of Education; annual conference on the direction and improvement of instruction and on child welfare. San Jose.

October 9-15—Fire Prevention Week; national observance.

October 10-12—County and Rural Area Superintendents; 4th national conference. Memphis, Tennessee.

October 12—Columbus Day.

October 13—Advisory Council on Educational Research; regular meeting at Santa Barbara.

October 14, 15—State Advisory Council on Educational Research; first annual State conference. Santa Barbara College.

October 15—CTA Southern Section Council; regular meeting. At the Section headquarters, Los Angeles.

October 15—California Scholarship Federation; annual general meeting of chapter advisers. Biltmore Hotel, Los Angeles.

October 17-24—United Nations Week.

October 24-27—NEA Department of Adult Education; annual conference. Cleveland, Ohio.

October 24-28—National Safety Congress and Exposition; 37th annual session. Chicago.

October 28-30—CTA Bay Section; 8th annual officers training conference. Asilomar.

October 29—California Association for Health, Physical Education and Recreation, Southern Section; 13th annual fall conference. Pasadena City College.

October 31—Hallowe'en.

November 6-12—American Education Week.

November 8—Election Day; emergency election on the \$250 million School Bond Issue; Vote YES on Number 1, the School Bond Issue.

November 11—Armistice Day of the First World War.

November 11-13—CTA Central Section; annual training conference. Asilomar.

November 12—CTA Southern Section Council; regular meeting. At the Section headquarters, Los Angeles.

November 19—CTA Bay Section Council; regular meeting. Womens City Club, San Francisco.

November 24—Thanksgiving Day.

December 2, 3—CTA State Council of Education; semi-annual meeting, meetings of State committees and of CTA Board of Directors. CTA Southern Section Headquarters, Los Angeles.

December 3—US Navy College Training Program; 4th nation-wide competitive examination. Open to high school seniors, etc. This is the largest single college scholarship program in US. Full details obtainable from high school principals.



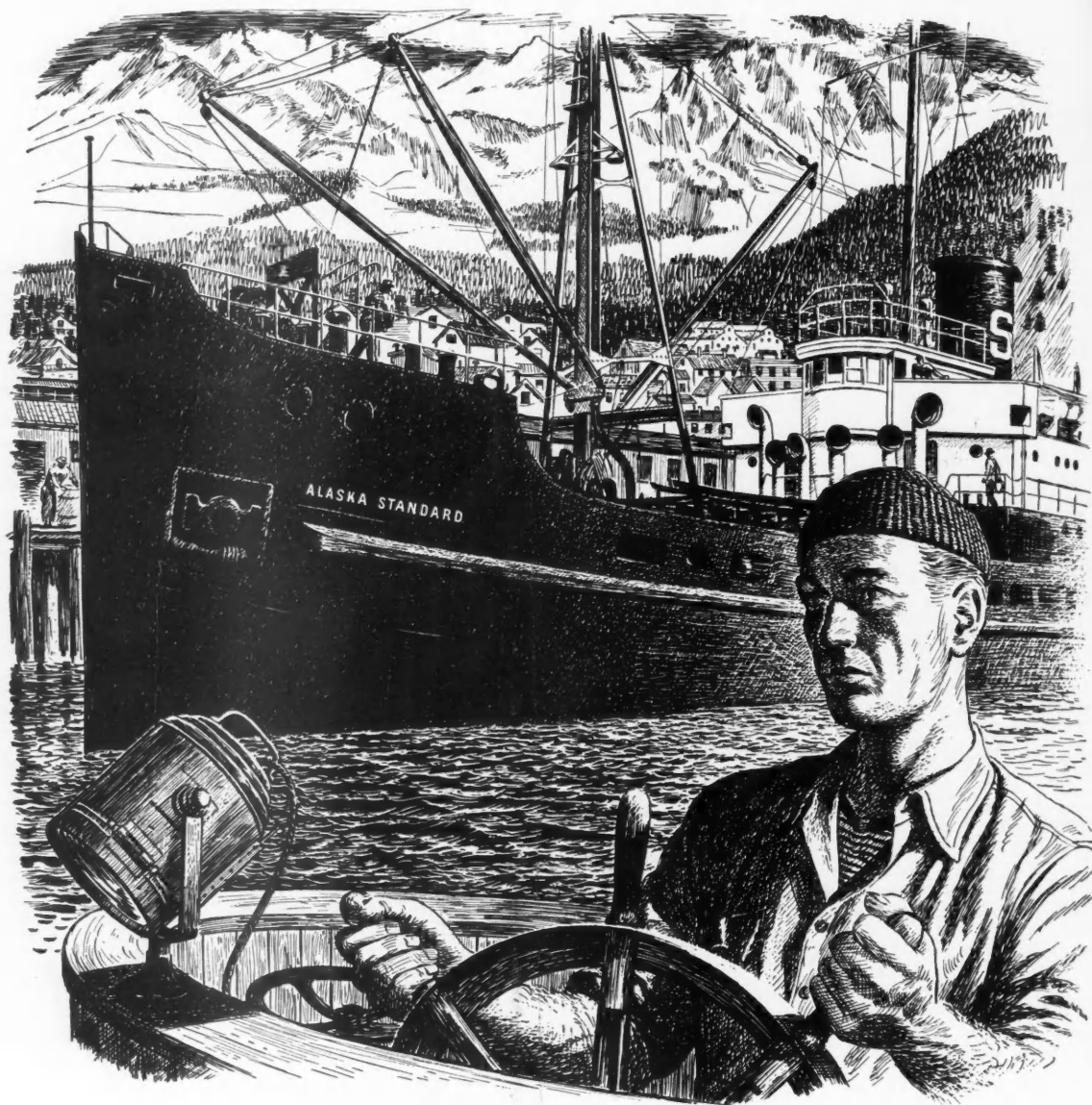
The Chinese call it

樂 可 口 可

標商冊註

With singular appropriateness, the Chinese symbols for Coca-Cola translate to the elementary meaning of "the drink that makes the mouth happy." Legendary Cathay—once the goal of occidental explorers—has made its own discovery of one of the simple treasures of the western world: delicious, refreshing Coca-Cola. The Orient has learned to play refreshed and work refreshed—with wholesome Coca-Cola.

Reprints of the picture in this advertisement, without the advertising text, for use in your classroom will be sent free upon request. Address The Coca-Cola Company, Atlanta, Georgia.



The ship that helps create jobs in Alaska

From Ketchikan on up the coast . . . in dozens of towns and cities in Alaska . . . people greet the tanker "M. S. Alaska Standard" with considerable affection. For, over the years, she's helped Alaskans develop thousands of jobs.

Regularly she loads a full cargo of petroleum products and takes them wherever they're needed . . . like some giant floating service station. She pokes her prow into rocky inlets to serve fish canneries, goes on up the coast a few miles to bring a new mine the lubricants it needs to work, stocks oil for fishermen so they no longer have to travel six or seven hundred miles to refuel when the salmon run is on.

In short, she helps both the coast and interior of Alaska develop its resources . . . just as the oil industry throughout all our country helps other industries grow and people work, produce and prosper.

